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AUTHOR Miller, Michael F.
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ABSTRACT

In 1990, Queensborough Community College (QCC) conducted a Pre Freshman Summer Program (PFSP) to improve first-time freshmen's basic verbal and mathematical skills and to ease students' transition from high school to college by orienting them to college life. PFSP services, which included remedial instruction, comprehensive counseling, and classroom- and center-based tutoring, were available to any student who had not passed the Freshman Skills Assessment Program tests. Outcomes of the program included the following: (1) students maintained excellent attendance in remedial courses, attending more than 90% of their basic skills classes and 82% of their counseling classes; (2) students passed the basic skills courses at a rate of 84.1% for reading, 75% for writing, 69.5% for mathematics, and 88.3% for the counseling course, though students completed all of the courses at a rate exceeding 90%; (3) split session classes had slightly lower pass rates than classes taught continuously for 2 hours and 45 minutes; (4) initially counseling, tutoring, and academic advisement were the most desired program components, but near the end of the program, academic advising, counseling, and free books were seen as the most important program aspects. Based on student findings a number of recommendations were developed, calling for the creation of curricular development subcommittees to encourage new approaches and formats; the creation of special classes for slower students; limitations on enrollment to two PFSP classes; and the clarification of the role of tutors in the classroom. Data tables and charts showing student, teacher, and tutor characteristics and outcomes information are included. (JMC)

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Queensborough Community College
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1990 Prefreshman Summer Program

POST-PROGRAM SELF-STUDY REPORT

Michael F. Miller, Ph.D.
Program Evaluator

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August 28, 1990

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Queensborough Community College
1990 Prefreshman Summer Program

POST-PROGRAM SELF-STUDY REPORT

Michael F. Miller, Ph.D.
Program Evaluator

I. Program Goals

The goals of the 1990 Prefreshman Summer Basic Skills Program (PFSP) were: (1) to improve students' proficiency in verbal and mathematical skills before the first semester of regular college enrollment and (2) to ease students' transition from high school to college by orienting them to college life.

II. Program Inputs

A. Student Profile

The program target population was first-time freshmen who entered the college during the spring 1990 semester or who were about to enter the college in fall 1990, but had not yet passed Freshman Skills Assessment Program (FSAP) tests in mathematics, reading, or writing. In addition, students who were not freshmen, but had not yet passed portions of the FSAP, were eligible to participate.

The City University will do its own data analysis of program student demographic characteristics; however, based upon an analysis of most of the copies of the CUNY Student Record which students completed at the program orientation

session[1], Table 1 shows the approximate demographic profile of the 1990 PFSP participants compared to the profile of their 1989 counterparts. Figures 1.1-1.5 present distributions of ethnicity, first language, family income, and high school average for the years 1989 and 1990.

The total number of participants did not change very much (from 397 in 1989 to 400 in 1990, an increase of 0.8%), nor did the gender representation (64% female, 36% male). The largest demographic changes observed were an increase of White students from 29% in 1989 to 38% in 1990, if Italian-American students (6% in 1990) are added to the 32% identified as White, and a decrease in Asian students from 16% in 1989 to 10% in 1990.

English as a first language increased from 66% in 199 to 72% in 1990, while the "Other" language category decreased 4 percentage points (11% in 1989 to 7% in 1990). The average age remained at 23, with the oldest participant now 71, rather than 64, as had been the case in 1989.

Family income was generally a bit less than in 1989, with lowest category (less than $8,000 family income) gaining 4 percentage points (from 16% in 1989 to 20% in 1990) and all higher categories of income showing slightly smaller percentages this year than last.

High school average (HSA) of participants showed somewhat more variability

[1] The copies obtained are not exactly the group of students who eventually constituted the program population, due to much adding and dropping of students from the original list during the first week of the program.

than in 1989, with a drop of 8 percentage points in the 71-80 HSA range, a gain of 4 percentage points in the lowest category (70 or below), and gain of 3 percentage points in the 81-90 HSA range.

Finally, type of diploma, i.e. high school diploma or GED, remained about the same, while the proportion of new freshmen increase slightly by 2 percentage points from 56% in 1989 to 58% in 1990.

In summary, the student demographic characteristics for 1990 were very similar to those of 1989, with the exception of a somewhat higher proportion of White and lower percentage of Asian students, an increase in English as a Primary Language (EPL) and consequent decrease in English as a Second Language (ESL) students, a decrease in family income and greater variability of HSA (and presumably academic aptitude), with a slight increase in the proportion of new freshmen.

B. Faculty Profile

Table 2 and Figures 2.1-2.5 present remedial instructor and counselor demographic and experience characteristics of the faculty obtained from Questionnaires 1 and 3[2]. Some 29 of the 38 teaching faculty and counselors completed the forms (76.3%). Data show roughly the same mean age for all areas (46.7). Gender percentages varied across subject matter taught, with mathematics and writing having the smallest proportion of females (16.7% and 14.3%, respectively) and reading the largest percentage of females (57.1%), with a only 27.6% proportion of the entire sample being female.

[2] Copies of questionnaires used to collect the data are available from the author.

Almost 60 percent of the faculty's highest degree was a master's, with another third (34.5%) having earned a doctorate. The mean years of experience teaching or counseling at Queensborough was 10.6 years, with a range of 0-23. The mean number of summers teaching or counseling in a PFSP program was 2.1, with a range of 0-6. Faculty had an average of 2.3 years' teaching at other colleges, with a range of 0-12, and a mean of 7.4 years' experience teaching in high school, range 0-31. Some 38 percent were full-time Queensborough faculty, with 62% part-time adjuncts.

Figure 2.3 shows that the largest proportion of doctorates was held by counselors, with the smallest proportion held by mathematics instructors. Figure 2.4 indicates that mathematics teachers had the most experience teaching in high schools, while counselors and writing teachers had the most experience working at Queensborough.

Table 3 presents class sizes for the remedial sections. Average class size ranged between 12.3 in writing and 14.2 in mathematics, with 13.4 being the average for all subject areas combined. This was in accordance with the program objective of providing a small class size to maximize learning. Table 13.3 compares class sizes in 1989 with those of 1990, showing the most dramatic decrease for writing sections (14.45 to 12.3, or a decrease in class size of 14.7%).

In summary, faculty were academically prepared, mature and experienced,

either at Queensborough, the PFSP program, or elsewhere, and affiliated with the college on a full-time basis sufficiently to provide continuity between regular academic course material and the PFSP program. One area which might be examined for future PFSP programs is attracting more women faculty, since a 28% female representation is a small proportion of the total group in comparison to the student profile, which shows 64% are females. (Ethnicity was not obtained in the faculty survey.)

C. Tutor Profile

Tables 4.1 and 4.2, derived from Questionnaire 2, show the demographic, educational, training and experience characteristics of the 36 tutors who served in the 1990 PFSP program. The average age was 25.7, with the youngest tutors found in mathematics (22.8). Overall, gender was fairly evenly divided (44% female, 56% male); however, there was a preponderance of males (92%) tutoring mathematics and females (89%) tutoring reading. This might have been a problem for some students in these two subject areas.

Writing tutors had completed, on average, the most college credits (84.1), with mathematics tutors the fewest (63.2). Overall, the mean was 78.1. Mathematics tutors had the least degree attainment, with 54% only having a high school diploma or GED and 31% an associate degree. Reading and writing tutors had more masters degrees (33% and 35%, respectively. And GPA's were highest for writing tutors (3.59) and lowest for reading tutors (3.12). Overall, the mean GPA was 3.43. Again, in the subject they were tutoring, writing tutors had the highest GPA's (3.82) and reading tutors the

lowest (3.46), with 3.67 the mean for all 36 tutors. It should be noted that all mean GPA's were very high.

Table 4.2 indicates that the total experience as a tutor was greatest for writing tutors (3.7 semesters), with reading the lowest (2.3). Combined, tutors had an average of 3.1 semesters' tutoring experience.

Finally, with respect to training to tutor, writing tutors reported the most training (a mean of 17.9 hours), while mathematics tutors showed the least formal training (4.4 hours, on average). The entire group averaged 11.8 hours of training.

Summarizing, tutors were generally experienced, had extensive training (which continued during the course of the 1990 summer PFSP program) and were well prepared academically. This was most true of the writing tutors, who were older, had completed more college credits with a higher GPA, and had more advanced degrees than the other two tutoring areas, especially the mathematics tutors, whose age, college credits, degree attainment and hours of tutoring training were less.

Table 5.1 and Figure 5.1 show student/tutor rations for the three basic skills areas and overall, while Table 5.2 and Figure 5.2 present adjusted data for writing tutors, due to students enrolled in ESL sections and in the most basic EPL composition course (BE-111) being required to attend tutoring two hours per week, instead of one per week. Even with the adjusted data, reading tutors had the most students per tutor (almost twice an many as mathematics tutors (31.7 to 16.4) and two-and-a-half times as many students as writing tutors (31.7 to 12.3). this may account for a finding to be

reported below that reading tutoring was rated the least helpful of the three basic skills areas by students, while writing tutoring was rated the highest in helpfulness. Overall, the student/tutor ratio was 17.0.

In summary, there appears to be some unevenness of tutoring resource allocation across the three basic skills subject areas, with writing receiving the most tutorial support through having the lowest student/tutor ratio, while reading received the least tutorial support through having the highest student/tutor ratio. A report of the writing tutorial program appears an attachment to this report.

III. Program Processes and Strategies

A. Instruction

The instructional models and strategies used in the Queensborough PFSP program involved individualization and accommodation of student needs by offering a full range of levels of regular academic-year remediation courses in all basic skills areas of study, combined with a strong, required tutoring component of all students which reached into the classroom as well as into the tutoring centers, and a comprehensive counseling and academic advisement component offered in both a classroom format of the course STX-100 (Introduction to College Life), as well as individual and small-group meetings with students.

The remedial courses provided the same curricula and involved the equivalent number of instructional hours as given during a full-semester, but compressed into six weeks (in one instance, three weeks). Instructional models included: (1) small classes (73.2% of the 41 sections offered had 15 or fewer students, with the range running

from 8 to 18, mean = 13.4, (2) a full range of levels of remediation in each basic skill area in order to individualize placement and meet student needs, including English as a Second Language (ESL) courses in reading and writing, (3) further individualizing instruction, a well-planned and implemented tutoring program was placed within each class as well as within the tutoring centers to better integrate and coordinate learning approaches used by instructors and tutors, (4) collaborative, group learning approaches were used successfully in the majority of sections, and (5) where possible, outside projects and connections between the subject matter and skills were made beyond the classroom through assigned activities.

Because the mathematics course involved 75 hours of instruction, two hours and 45 minutes of instruction were needed each day to provide the total time. Most of the day mathematics classes were split into two parts each day to enhance student learning by shortening class time at one sitting. (A test of this strategy appears below.) For students requiring only the last two of the four mathematics modules in MA-010 (Basic Mathematical Skills) on the basis of the mathematics placement test, two sections were offered in a three-week semester format and one section in a six-week format (see below).

The two-week 12-hour intensive grammar course was offered to prepare students for the CUNY Writing Assessment Test (CWAT) and is reviewed by the writing tutor coordinator separately.

The "team-taught" basic skills reading and content area credit course combination was not implemented due to lack of student interrrest. And although the

reading microcomputer laboratory was used with all reading students, only some writing students in selected sections had the computer laboratory experience incorporated into their learning experience through the use of word processing.

When asked to describe their own instructional strategies, teachers mentioned the use of tutors, both in-class and out of class, word processing with computers, and audio-visual VHS tapes and overhead projectors. Of special note was the high frequency which collaborative, cooperative learning, small group and pairing of students, was mentioned by instructors as a favored and successful strategy. Group projects also furthered this interactive, dialog between teacher and students and among students and were seen as particularly effective. A humanistic, patient supportive, encouraging approach on the part of instructors seems to have been the norm, where instructors paid particular attention to building self-confidence and self-esteem. Instructors attempted, to adapt their teaching to the learning styles and needs of their students, individualizing and personalizing their teaching as far as possible. Active, participatory, "hands-on" learning, rather than passive receiving of information through lectures was most frequent in all remedial areas. One class published a "magazine" of their writing.

B. Counseling

The counseling services provided consisted of a one-hour-a-week, four-hour course, Introduction to College Life (STX-100), required of all new PFSP freshmen, which followed the general format used during the regular academic year, a fifth session of which was added to providing academic advisement and planning for priority fall registration. Lunch was served once a week to each freshman enrolled in

STX-100 during their weekly class meetings. In addition, individual and small group counseling and advisement was held in counselors' offices to provide further assistance to new freshmen and to advise continuing PFSP students about course selection for priority fall registration. Individual counseling was available for interested students and for emergencies, of which there were only a few this summer. For the most part, returning students used the individual, and, increasingly at the close of the program, small-group sessions for academic advisement.

In the order of emphasis, the Introduction to College Course covered: (1) academic advisement, (2) registration, (3) coping with college, students, and instructors, (4) college resources, (5) study skills, (6) use of the college catalog, and (7) academic rules and regulations.

The counseling services included in the PFSP program provided the information, advisement, and orientation to the college experience students need to make a smooth and successful transition into a college environment, reducing stress and increasing confidence and hopefulness about attending college. As one student wrote, "I think the program helped a lot because now I'm not as afraid to return in September. It gave me a little more confidence about going to this school."

C. Tutoring

Tutoring was a central component in the Queensborough PFSP program. The tutors were trained and experienced (see below). All tutors had had training at Queensborough's Tutorial Services or the Writing Center and the Reading and Writing Laboratories in the Basic Educational Skills Department. Tutor training included, in

some instances, viewing a VHS video series on tutoring, developed at the University of California, observing an experienced tutor and using written materials tutoring coordinators had prepared for training. Training continued during the course of the summer, with tutors meeting weekly with their tutoring coordinators in groups to discuss approaches to the subject matter, materials and ways of dealing with content and student problems. Most tutors worked in classes with students, under the instructors' guidance, as well as in the tutoring centers. All tutors completed daily summaries of their work with each student for instructors to use in planning instruction. At least one hour per week of tutoring was required of all students for each course; the lowest level of EPL writing and all ESL writing students were required to attend tutoring two hours per week. All reading students were required to attend the computer laboratory one hour per week for reading practice with the computer and with tape recorders in addition to the one-hour required tutoring.

IV. Outcomes

A. Attendance

Table 6 and Figure 6.1 show students maintained excellent attendance in remedial courses: mathematics (91.3%), reading (90.7%) and writing (93.4%), with a combined attendance index of 91.7%. the four-session, four-hour, required, non-credit, non-prerequisite counseling course, STX-100 (Introduction to College Life) was attended at a rate of 82.0%.

B. Course Completion and Progress (Pass) Rates

Table 7 and Figure 7.1 show course completion and progress (pass) rates. Writing students were most apt to complete the course (i.e., finish it, whether passed or

not) at a rate of 95.3%. Reading students completed the course at 93.1% and mathematics students showed a 90.6% completion rate. STX-100 students completed at the rate of 91.1%. These figures all attest to the high motivation that students maintained throughout the program and the effectiveness of the various components in meeting student needs.

While CUNY will analyze the FSAP pre-post test results, Pass rates, which appear in Table 7 and Figure 7.1 are examined here. Pass rates (i.e., passing the course so as to proceed to the next level in remediation or regular college-level credit course in the fall) show a different ranking than completion rates. Reading students passed at 84.1% in 1990, as compared with 75.7% in 1989 (see Table 13.1). Writing students passed at 75% in 1990, compared with 74.8% in 1989, and mathematics students passed at 69.5% in 1990 and at 69.8% in 1989. Students enrolled in STX-100, the student orientation counseling course, passed (i.e., attended at least 75% of the sessions) at 88.3% in 1990.

In summary, course completion ran high (i.e., finishing the course, whether passed or not), while pass rates (progress) was roughly the same for writing (75%) and mathematics (70%) this year as last year. The noticeable change was the increase in pass rate in reading over last year (84% from 76%).

C. Tests of Instructional Models

1. Split vs. Continuous Sections of MA-010

Because of the need to spend 2 hours and 45 minutes in class each day in MA-010, most sections were split , with one hour in the morning, a break for lunch and the

remaining hour and 45 minutes given in the afternoon. Mathematics was presented in various combinations of modules (e.g. 1-4, 2-4, 3-4), depending upon students' level of proficiency as demonstrated on the placement tests. To make a fair comparison between split and continuous classes (2 hours and 45 minutes without a break of at least an hour), only courses covering modules 2 through 4 were chosen to study pass rates, as the only continuous sections given during the day session were those which covered modules 2-4. (Evening session MA-010 sections were all continuous, there not being sufficient time to give a long break.)

Table 8 and Figure 8.1 show that continuous classes passed at 76.7% and split-session classes passed at 73.5% (Chi-square probability = 0.93, n.s.). Student feedback in Questionnaire 5, item 14 revealed many complaints among students in the continuous sections concerning the long hours without a break. Although there was no finding that splitting the class into two daily doses increased achievement, on humane grounds for students and instructor alike, teaching and learning in frequently hot, poorly air conditioned rooms would be more tolerable if it were in the split format.

On the other hand, some mathematics teachers mentioned in Questionnaire 6 that students did not always attend <u>both parts</u> of their days' course. These instructors even asked for a special attendance roster to provide a place to show whether students had attended one, both or neither of the split sessions on a given day. Perhaps the gains in learning which might have accrued in a split format were offset by the losses from students not attending both portions of their daily class.

2. Modules 3-4 by Semester Format

Table 8 and Figure 8.2 show a test of the module 3 and 4 course taught in a three-week format, compared with a six-week format. Although only 39 students were involved in these module 3-4 sections, a chi-square test showed no difference between the three- and six-week formats. Students in the three-week format who complained that the course was too short and too intense may not have done appreciably better in these two more difficult modules of MA-010. What is not clear from the data is whether the students involved in these sections had already taken MA-010 one or more times before, finally advancing to modules 3 and 4, or whether the students enrolled were primarily new freshmen. If the former, we may be dealing with weaker students, who would find the material of modules 3 and 4 difficult, regardless of the amount of time given to learn it. If the latter, we may be seeing the result of a poorly working placement test. Tutors of some module 3-4 students felt their students were very weak and inappropriately place in this more advanced level. The teachers who taught modules 3-4 indicated they felt this to be the case also and suggested a review of the placement procedure for modules 3-4. The third section of Table 8 and Figure 8.3 show pass rates for the various levels of MA-010, reinforcing the concern that, regardless of whether modules 3-4 were taught in a three- or six-week format, students fared more poorly (passed at a lower rate than modules 2-4, which review more basic material than modules 3-4, which assume the student has mastered as a condition of entering modules 3-4. Modules 1-4, assigned to students requiring not only algebra but arithmetic as well, passed at a lower rate than modules 2-4, as would be expected, but actually passed at the same rate, or a bit higher rate than modules 3-4. The overall chi-square test of significance of the differences in pass rates among

these groups showed a probability of 0.02, which was very significant.

3. Remedial Reading

Initially it was planned to examine students tutored vs. those not tutored in remedial reading and writing. However, those least apt to be tutored were evening students, as all day students were required to attend tutoring at least one hour per week. Evening students differ significantly from day students in time available, age, motivation and maturity. These additional confounding variables were felt to invalidate any differences that might be found between "tutored" and "non-tutored" students.

Table 8 and Figure 8.4 show pass rates for various levels of EPL and ESL sections of remedial reading (chi-square prob. = 0.03, significant), with the largest difference found between EPL sections of BE-123, the more advanced level of reading (92.9% pass rate) and BE-121, the most basic level of reading (58.8%). Figure 8.5 compares remedial reading pass rates of ESL (85.2%) and EPL (82.2%) students (chi-square prob. = 0.84, n.s.). Interestingly, there were no real differences in pass rates between ESL and EPL reading students.

4. Remedial Writing

Table 8 and Figures 8.6 and 8.7 present corresponding data for remedial writing courses. Figure 8.6 shows no difference between elementary (BE-111) EPL and more advanced (BE-112) EPL writing course pass rates, with the two ESL courses (BE-201 and 205) about equal in pass rates. Figure 8.6 clearly shows that ESL writing students passed at a much lower rate (47.2%) than EPL students (85.5%), chi-square prob. = 0.0000, highly significant.

5. Pre-Post Tests of Attitude Change

The program director was interested to learn if a questionnaire used last year and which had been planned to be used to collect pre-post attitude change data would show any interesting attitude differences toward aspects of the program over the course of the summer. Two versions of the attitude questionnaire (pre- and post-) were developed and administered initially in the first session (week two) of STX-100 (Introduction to College Life) sections. A total of 209 students completed this questionnaire; however, at post-testing (in week 5), only about 130-138 of the original 209 students completed various parts of the post-version of the attitude questionnaire. Part of this decrease was due to the loss of data from about 40 students due to a misunderstanding of test administration instructions in two sections.

Nevertheless, the results are of interest, and are presented in Table 9 and Figures 9.1-9.5 Results show students expected more help with improving their study skills (3.721 out of 4) than they felt they actually received (3.426), T=-4.02, prob. = 0.0001, highly significant; increased their priority for including academic advisement in a PFSP program (3.709 to 3.809, T=2, prob. = 0.0447, significant); and felt their ability improved in arithmetic (3.531 to 3.7, on a 5-point scale, T=2.11, prob. = 0.035, very significant), and in algebra (2.933 to 3.183 on the 5-point scale, T= 3.183, prob. = 0.002, highly significant), but not in writing or reading or speaking English.

It should be noted that initially counseling (3.761 on the 4-point scale), tutoring (3.725, also 4-point scale) and academic advisement (3.709) were the components most desired by students to help them in the program. Near the end of the program,

academic advisement (3.809), counseling (3.768) and free books (3.715) were seen as the three most important aspects to assist them. Interestingly, although faculty felt small classes were very helpful to the learning process, students rated this aspect least important (3.217, initially, rising to 3.333). See Figure 9.2. One wonders whether students would rate small classes as important if they had been enrolled in large classes. Perhaps they took this aspect of the program for granted.

Finally, although always rating low as reasons for attending the PFSP: "lack of a job" (1.684 on the 4-point scale) and "to get away from home" (1.538), these two reasons were the only ones which students felt were satisfied more than they expected them to be by the end of the program (chi-square prob. = 0.02 and 0.03, respectively, both very significant). The most highly rated reasons were to "increase my educational level and appreciation of ideas (3.596, moving to 3.5) and "the chance to make more money with a college education (3.162, moving to 3.235).

6. Pre-Post Test of College Information (Queensborough Information Inventory)

At the same pre-post testing of attitudes, a pre-post test of college information, the Queensborough Information Inventory (QII), consisting of 20 multiple-choice items about Queensborough's academic rules, college procedures, and resources for students was administered (Questionnaire 12). The test was administered in almost the same form to College Discovery PFSP students in 1985 (one item was updated). Coefficient alpha, a measure of internal consistence, was measured between 0.5 and 0.6, at various test administrations, showing a relatively diverse pool of items with a common core of content, as was planned.

Prescores averaged 11.71 for the 142 students who completed the pre- and post-tests, and reached 13.17 at post-testing four weeks later (T= 5.32, prob. < 0.0001). Table 9 and Figure 9.5 present these results. Evidently, students had a statistically significant greater knowledge of the college's organization, expectations, services and resources for students after being exposed to STX-100 (Introduction to College Life) and participating in the remedial courses and tutoring than when they began the program. The results might have been even more significant had the reading level of the test been more appropriate for the ESL students in the program and had the QII been administered during weeks one and six rather than weeks two and five, due to scheduling conflicts.

7. Student Feedback About the Program

Table 10 and Figures 10.1-10.4 show mean ratings for 378 student respondents during the final week of the program as they rated each program component on a 5-point scale. The results show remediation classes were most highly rated (their primary reason for attending the program), with writing classes seen as most "helpful" to them (4.626) and reading as least helpful to them (4.255), yet sill extremely high on the 5-point scale.

Tutoring was rated highly, but not as highly as the actual classes, and in the same rank order: writing (3.917), mathematics (3.854) and reading (3.744). Writing may have been rated highest due to the combination of class size, student/tutor ratios, slightly greater experience of instructors teaching at Queensborough than the other groups, and greater maturity, experience, education, GPA and training of tutors than the other groups. It should be noted that these ratings are subjective, although still of

importance in understanding the impact of the program on students, and that pass rates in the courses ranked differently, with reading (84.1%), writing (75.0%) and mathematics (69.5%). The student ratings appear to reflect comfort and satisfaction with "helpfulness" of their courses and tutors, not necessarily ratings of their own achievement.

Counseling was rated by the students at about the same level as tutoring, with STX-100 (Introduction to College Life) rated highest (3.95). Recall that STX-100 was a four-session, four-hour course, while the remedial courses range from 18 to 23 sessions and consist of 45 to 75 hours; hence, "helpfulness" would be expected to be higher for the remedial courses than for tutoring, or counseling. Also, students frequently complained that they saw no reason for tutoring or counseling to be required. Many students only wanted to take their remedial courses and leave for the day. Scheduling difficulties caused students to have counseling classes (STX-100) during their lunch hour. This was often true for tutoring--something which which some students were unhappy.

Another factor which may have depressed reading tutoring ratings was the need for reading tutors to tutor in small groups. Many students, as well as tutors, felt learning was more effective in one-to-one tutoring, counseling, or academic advisement sessions. Unfortunately, where the student-to-tutor or student-to-counselor ratios were too large especially toward the end of the program, when students had left a good deal of their tutoring to the end and had waited to the final days of the program to obtain academic advisement, small groups were the norm. This made academic advisement and tutoring very difficult to do.

Table 10 and Figure 10.4 show students felt the program was helpful overall (4.372) and helped them to reach their own personal goals for the summer (4.202).

8. Student Feedback About STX-100 (Introduction to College Life)

Table 11 and Figures 11.1 and 11.2 present data obtained at the end of STX-100 (Questionnaire 13). On a 5-point scale, students enrolled in STX-100 would recommend the course to other students (4.22), obtained new information about the college (3.93) and increased their confidence that they can succeed at Queensborough (3.84). Table 11 and Figure 11.2 show that a total of 95.8% of STX-100 students felt the course was "somewhat worthwhile" (35.3%) or "very worthwhile" (60.5%).

9. Preregistration Advisement and Priority Fall 1990 Registration

A final outcome of the Queensborough 1990 PFSP program to be mentioned was the preregistration and priority fall registration which enabled program participants to enroll in fall 1990 courses in a special, early registration. Table 12 and Figures 12.1 and 12.2 show the excellent success counselors had in providing academic advisement to 99.1% of new freshmen during the STX-100 class and to 68.5% of continuing students, with the rate for the entire 400 students in the program reaching 86.3%.

Although some students were unhappy about not having as much individual attention in academic advisement as they had hoped for (Questionnaire 5, item 14), others were very pleased with the advisement they received. The need to provide 400

students advisement in a short period of time by three counselors, one of whom was assigned to work only with evening students and had to contend with difficult scheduling problems of working students, did not always result in happy students, especially those continuing students who waited until the final days of the program to come in for academic advisement. In spite of these difficulties, it is noteworthy that almost 90% of the entire group received academic advisement preparing them for priority fall registration.

Table 13.2 and Figure 13 show that 376 (94.0%) of the 400 PFSP students registered for fall courses. This is remarkable inasmuch as only 88.4% of the 1989 PFSP group had registered by the end of fall registration. For the 1990 PFSP group, regular registration does not begin until August 30th. Presumably some of the 24 students who did not register by August 9th may register during regular fall registration.

In summary, the major goals of the program outlined in the Queensborough PFSP proposal appear to have been met again this summer. The CUNY analysis of pre-post CUNY FSAP assessment scores will determine whether sufficient gains in basic skills achievement were reached by the students. However, the additional objectives of providing support to students in their transition from high school to college, limiting class size to 15, attaining at least 90% completion rate and 90% enrollment in the fall were attained and even surpassed.in almost all areas.

V. Recommendations

Although the forgoing documents very positive program achievements of the Queensborough 1990 PFSP, no program ever actually attains perfection. Rather, each year problems, criticism and suggestions from program participants and staff provide the impetus for further refinement and development of the program toward higher levels of performance. The 1990 program builds upon the experience of successes and failures of previous years. This program evaluator would not feel he was doing his job if he did not attempt to report some of the areas mentioned by program participants and staff which may need further work and attention next year. It is is this spirit of on-going program development that the following observations and recommendations are provided.

A. One basic assumption underlying the Queensborough PFSP is that the same material which is taught during a regular 15-week academic semester can be taught to students with skill deficiencies in the same manner, covering the same material, but in a highly compressed six-week semester. Although these self-selected students are for the most part serious about learning and highly motivated, providing strong reasons for the achievement which they have attained, some instructors have mentioned in feedback questionnaires a need to adapt their overly full syllabus to student needs, abilities and the short summer schedule. Several mathematics teachers, in particular, reported the frustration both they and their students felt that there was too much material to cover in the short time span and too little time, especially, for students who had never encountered the material before to learn and assimilate the subject matter. Furthermore, the emphasis on "covering the material," both to keep in step with the

regular academic semester's requirements, as well as the emphasis upon having students pass the CUNY FSAP Assessment Tests, discourages experimentation and innovation in teaching models and strategies. It is therefore recommended that each subject area establish a PFSP curriculum development sub-committee, composed of both regular, full-time Queensborough, as well as part-time, adjuncts who have taught in prior PFSP programs. These curricular development sub-committees should meet regularly during the course of the academic year to encourage new approaches and formats to teach essential material in six weeks, or to lengthen the summer program to eight weeks, and to reduce the amount of material covered where possible, focusing more on fewer core areas of skill development.

B. Some mathematics instructors felt slower students should be identified in class and grouped in special classes, especially those who have never been exposed to algebra before, as they believe the placement examination does not do an adequate job in this regard. These instructors commented that they were not able to help their weaker students as much as they wished, even with a tutor in the class.

C. Many teachers complained that having tutors in class was distracting and tended to keep slower students, whom the tutors were assisting in class, from following and participating in the teacher's instruction. More will be said about the instructor-tutor linkage below.

D. Some instructors felt the 8 am classes were too early for students. Students reported this as well, as they travel often an hour or more to get to the college.

E. It was felt in reading and writing classes that some ESL students were so weak in basic understanding of English that they could not profit from even the lowest level of the courses given during the summer program. A minimum level on placement examinations should be required to enter even first-level ESL sections.

F. An evening instructor reported that the bookstore closed at 5 pm, making it extremely difficult for some working students to obtain needed books and supplies. It is recommended that the bookstore be asked to provided more evening hours during this program.

G. Faculty development might be more vigorously pursued during the academic year as well as by means of two or three workshops held during the summer program to discuss and share approaches, successes and problem areas which might be addressed during that summer, rather than waiting until the slow process of feedback and consideration moves through the academic year and the issues cool.

H. In the area of tutoring, the writing tutorial coordinator has made several specific suggestions (see attached). These include that: (1) students should be limited to two Prefreshman classes in the program, (2) tutoring requirements should be enforced from the first weeks, with hours missed made up immediately, rather than put off until the end of the program, (3) students should not sign up for two-hour tutoring sessions because this is an overload, (4) in writing tutor training, continue rigorous training in grammar, include group dynamics, (4) develop closer cooperation between instructors and the writing program director regarding class lists, progress reports, curricular and student status, etc., and (5) schedule the CWAT on Wednesday of the

last week and train tutors in the academic advisement process to avoid confusion.

I. The reading tutorial coordinator requested a day before the program begins for her tutors to meet with the reading instructors to better understand goals and approaches and to coordinate efforts.

J. On the part of instructors, many expressed dissatisfaction with having tutors in the classroom. This part of the program requires a good deal more careful study and attention if it is to function optimally. There seems to be some confusion and misunderstanding about the role of tutors in the classroom. A major effort needs to be made to clarify and work out these misunderstandings concerning expectations about tutors working with instructors in the classroom.

K. Many tutors were quite unhappy with having to tutor small groups. They felt they were much more successful with one-to-one tutoring. More funding should be made available to hire additional tutors, especially reading tutors, who had a disproportionately large number of students per tutor, as well as hire an additional counselor in the Day Division and increase counseling hours in the Evening Division of the program.

L. Students frequently were unhappy with tutoring being required of them, especially when they felt they were doing well in their courses. Other students felt there were too few tutors, and that some tutors were not as competent in their subject matter as they should have been, while many students praised their tutors as being

extremely kind, patient and helpful. This issue of requiring tutoring of all students might be examined. Perhaps only those students referred by instructors should receive tutoring, with there being rewards for going to tutoring, rather than the punishment of not passing the course for merely not attending.

M. Some students complained that the mathematics tutoring center was too crowded and noisy to concentrate. Additional space for mathematics tutoring may be more conducive to student and tutor comfort and enhance learning.

N. A frequent comment by students was that they didn't see the usefulness of the microcomputer reading laboratory. The computer laboratory appears to be well-organized and efficiently run, yet many mature students reported they felt they were not treated as adults in the laboratory, which is highly structured. The microcomputer reading laboratory staff might wish to study this issue further to determine whether changes are needed in the structure and approach to the students, as well as whether there may be other more interesting and effective computer programs available which support remedial reading programs.

O. With respect to counseling, several students mentioned the need for more counselors and more concrete, specific, individualized academic advisement. Some students were unhappy with advisement which took place in group settings. It was difficult for many students to realize that counselors could not "tell me what courses are best for me," or "make it all clear so I could see what I should do." Some students seemed to expect counselors to tell them which teachers were the "good ones for me." It is recommended that the central task of academic advisement be carefully examined

during the next academic year, with the goal of developing a more efficient, less stressful, clearer approach that unambiguously explains what academic advisement is and can do for students, as well as what its limitations are. Structured exercises and handouts may assist in communicating the concept of college advisement vs. high school advisement. Students need to hear from instructors, tutors (to whom many apparently turned for advisement, due to their close working relationship) and from counselors a consistent philosophy and approach to academic planning so that student expectations about the relative responsibilities of advisor and student are completely clear. Perhaps academic advisement should begin in the first STX-100 class and be used as an organizing theme to which other topics are related.

P. STX-100 (Introduction to College Life) should devote more time to study skills, as students expressed disappointment in not receiving more assistance in improving their study strategies this summer.

Q. Tutors wanted more guidance about what to cover from instructors, and were unhappy with student attendance. Tutors felt overworked and underpaid. More communication between tutor and teacher was a frequent desire. There was a feeling that instructors were not involved enough with the tutoring process. And more flexible schedules for students so that they could attend tutoring and counseling seemed needed. Scheduling was frequently depicted as somewhat rigid and causing conflicts for students.

R. One tutor recommended that all students pay tuition initially, and upon successful completion of courses be reimbursed.

S. Tutors and instructors often felt the program was too full and too stressful for students. The lack of time for student breaks seemed to pose a problem for some. It is recommended that more thought be given to flexible, manageable scheduling for students. The split session of the mathematics course is one step in this direction.

T. Finally, the Queensborough 1990 PFSP program obviously attained important objectives this summer. Each component appeared to function well, yet tutors felt insufficiently connected to the instructional process. This is surprising in that most tutors spent some time in the classroom. Apparently, there was not enough feedback from instructors to tutors. Tutors did provide instructors with daily progress reports about students seen for tutoring. An observer wonders whether how committed instructors were to the tutoring concept. This should be explored further during the coming year.

Tutors generally appeared to be bright, enthusiastic, idealistic and eager to help students. Working with students on a daily basis they got to know them well and are probably fairly accurate in their portrayals of students and the stresses the program engendered in some students as well, as their successes, which tutors reported frequently in their comments.

The general impression is that although the PFSP program had sufficient organization to get it in motion, increased coordination and feedback would be extremely useful to encourage instruction, tutoring and counseling to function in a more integrated and mutually enhancing manner. At times there is a feeling that each

functional area worked well and achieved its goals, but in relative isolation from the other areas. More communication, articulation and dialog among all program components, to the extent this is possible in a highly structured, six-week semester, would ultimately benefit the students and help the program to attain even more ambitious goals.

For these reasons, increasing the size of the program would not seem wise at this point, as it may well become fragmented and lose the feeling of community and high sense of purpose that does exist. If anything, a smaller program, perhaps 300 students with adequate tutoring and counseling staffing ratios, would lend itself to a more closely integrated and mutually supportive set of program components.

Bayside, New York
August 28, 1990

Table 1

PFSP DEMOGRAPHIC PROFILE OF PARTICIPANTS

	1989 (N=397)	1990 (N=400)	Change in % points
	Percent	Percent	
SEX			
FEMALE	64	64	0
MALE	36	36	0
ETHNICITY			
BLACK	29	30	1
WHITE	29	32	3
HISPANIC	19	17	-2
ITAL./AMER.	n/a	6	n/a
ASIAN	16	10	-6
OTHER	7	5	-2
FIRST LANG			
ENGLISH	66	72	6
SPANISH	12	10	-2
FRENCH/CREOLE	5	7	2
CHINESE/KOREAN	6	5	-1
ITALIAN	n/a	1	n/a
OTHER	11	7	-4
			0
ESL STUDENTS	19	17	-2
AGE			
MEAN	23	23	0
RANGE	16-64	16-71	
FAMILY INCOME			
LESS THAN $8K	16	20	4
$8-$15.9K	22	20	-2
$16-$23.9K	26	25	-1
$24K OR MORE	36	35	-1
HIGH SCHOOL AVG			
70 OR BELOW	12	16	4
71-80	66	58	-8
81-90	21	24	3
91-99	1	1	0
TYPE OF DIPLOMA			
HIGH SCHOOL DPL	79	80	1
GED CERTIFICATE	21	20	-1
ENROLLMENT STATUS			
NEW FRESHMEN	56	58	2
CONTINUING STDS	44	42	-2

Fig. 1.1

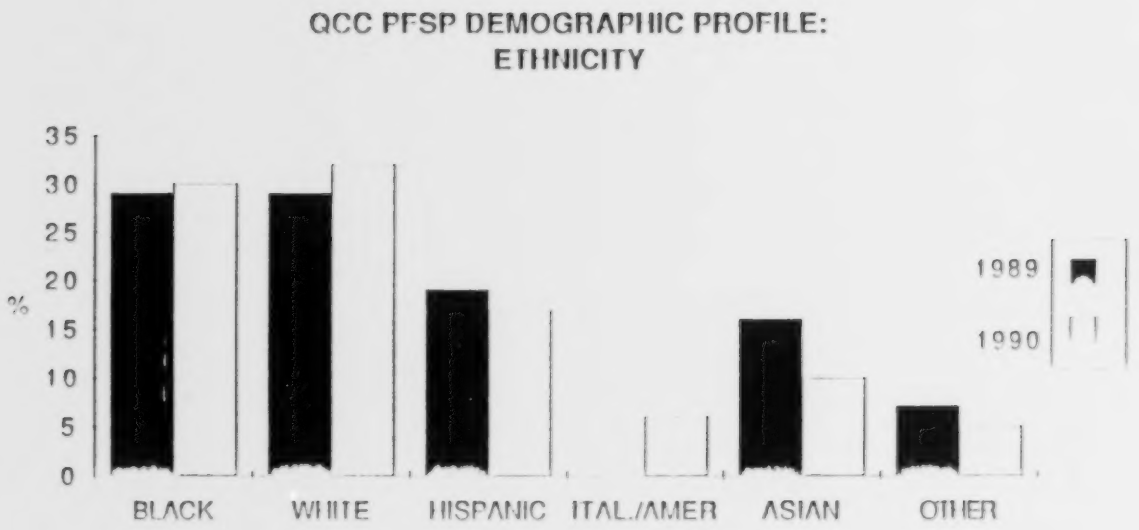

QCC PFSP DEMOGRAPHIC PROFILE:
ETHNICITY
35
30
25
20
15
10
5
0
%
1989
1990
BLACK
WHITE
HISPANIC
ITAL./AMER
ASIAN
OTHER

Fig. 1.2

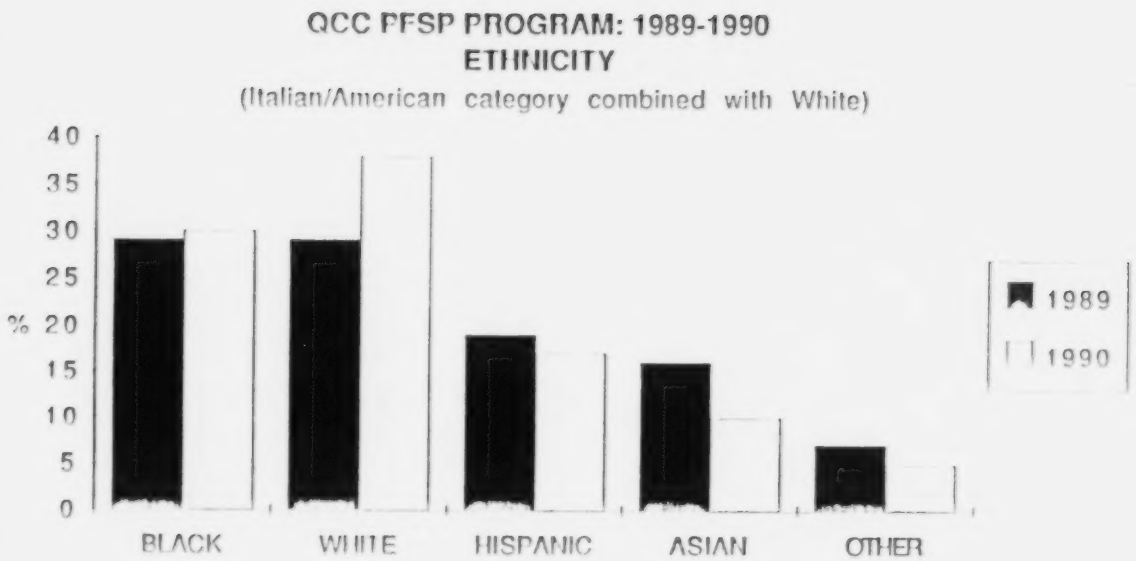

QCC PFSP PROGRAM: 1989-1990
ETHNICITY
(Italian/American category combined with White)
40
35
30
25
% 20
15
10
5
0
BLACK
WHITE
HISPANIC
ASIAN
OTHER
1989
1990

Fig. 1.3

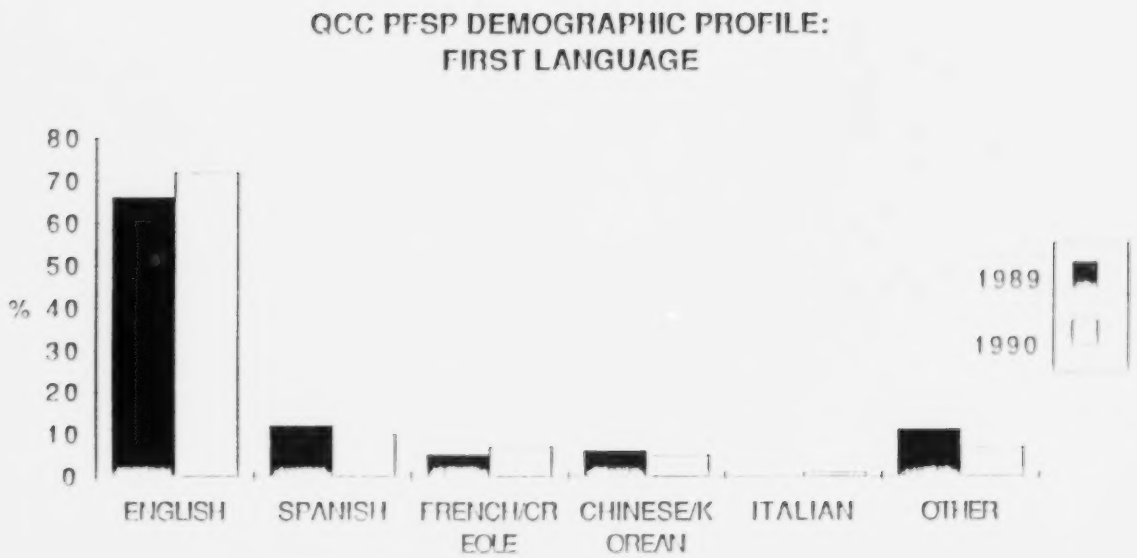

QCC PFSP DEMOGRAPHIC PROFILE:
FIRST LANGUAGE
80
70
60
50
% 40
30
20
10
0
1989
1990
ENGLISH
SPANISH
FRENCH/CR EOLE
CHINESE/K OREAN
ITALIAN
OTHER

Fig. 1.4

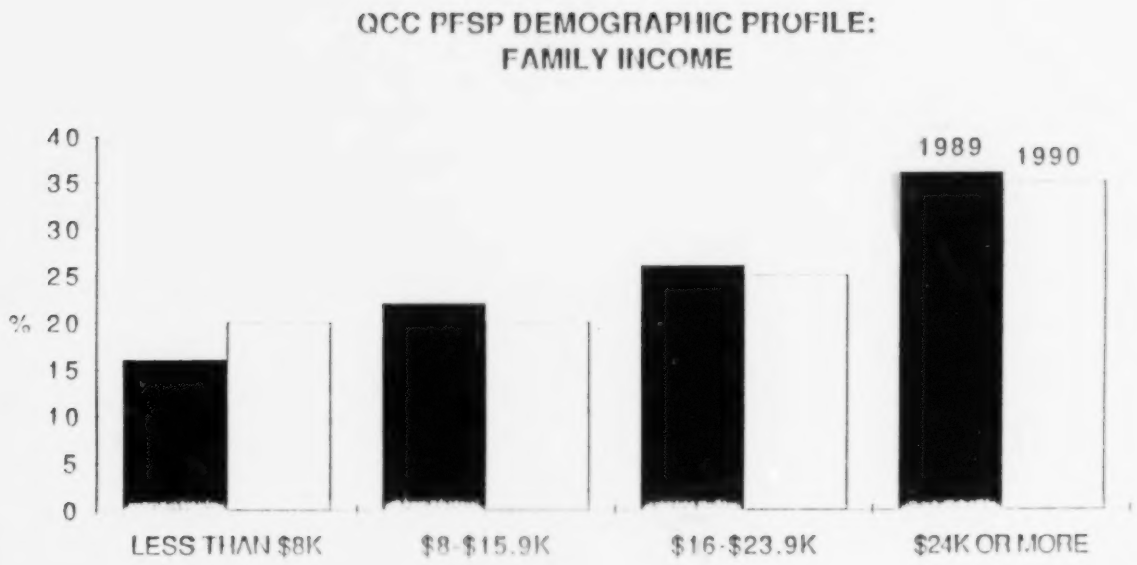

QCC PFSP DEMOGRAPHIC PROFILE:
FAMILY INCOME
40
35
30
25
% 20
15
10
5
0
1989
1990
LESS THAN $8K
$8-$15.9K
$16-$23.9K
$24K OR MORE

Fig. 1.5

QCC PFSP DEMOGRAPHIC PROFILE:
HIGH SCHOOL AVERAGE

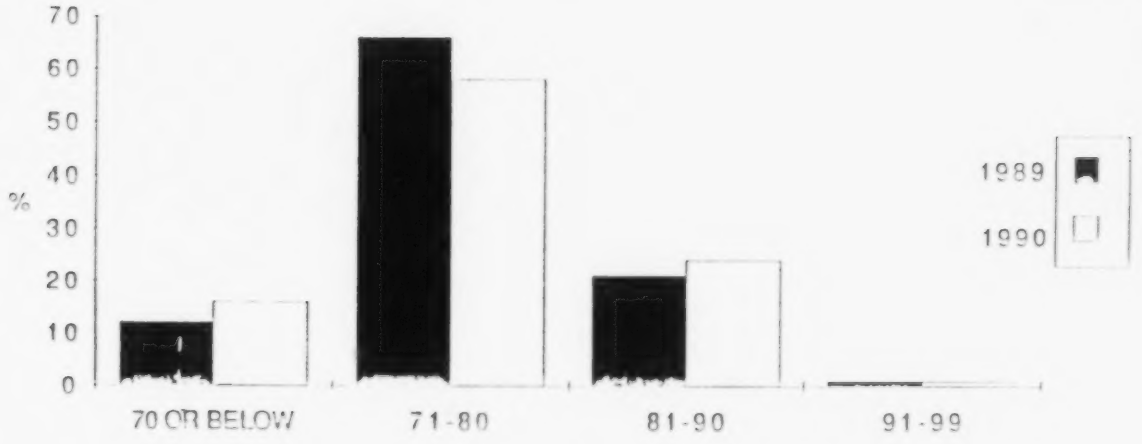


Table 2

INSTRUCTOR PROFILE

VARIABLE	COUNSELING	MATHEMATICS	READING	WRITING	TOTAL
N TEACHING	3	14	11	10	38
N REPORTING	3	12	7	7	29
% REPORTING	100.0%	85.7%	63.6%	70.0%	76.3%

AGE	COUNSELING	MATHEMATICS	READING	WRITING	TOTAL
Mean	42.7	47.8	48	45.6	46.7
S.D.	11.7	8.3	11.9	5.4	8.3
Range	30-64	36-64	33-62	39-54	30-64

GENDER (%)	COUNSELING	MATHEMATICS	READING	WRITING	TOTAL
Female Female	33.3	16.7	57.1	14.3	27.6
Male Male	66.7	83.3	42.9	85.7	72.4

DEGREE (%)	COUNSELING	MATHEMATICS	READING	WRITING	TOTAL
BA/BS BA/BS	0	0	0	0	0
MA/MS MA/MS	33.3	66.7	57.1	57.1	58.6
PhD/EdD PhD/EdD	66.7	16.7	42.9	42.9	34.5
Other Other	0	16.7	0	0	6.9

EXPER. OCC (YRS.)	COUNSELING	MATHEMATICS	READING	WRITING	TOTAL
Mean OCC	12.7	8.3	11.14	13.1	10.6
S.D.	8.3	7.1	9.4	7.6	7.8
Range	6-22	0-22	1-22	5-23	0-23

SUMMERS PFSP	COUNSELING	MATHEMATICS	READING	WRITING	TOTAL
Mean	2.3	2.3	2	1.7	2.1
S.D.	1.5	1.8	1.5	2.2	1.7
Range	1-4	0-5	0-4	0-6	0-6

OTHER COLL. (YRS.)	COUNSELING	MATHEMATICS	READING	WRITING	TOTAL
Mean Other	3.7	1.2	3.1	3	2.3
S.D.	1.2	3.5	4.5	4.6	3.8
Range	3-5	0-12	0-12	0-11	0-12

HS EXPERIENCE (YRS.)	COUNSELING	MATHEMATICS	READING	WRITING	TOTAL
Mean H.S.	0.7	11.4	6.9	4.1	7.4
S.D.	1.2	11.7	11.1	10.5	10.9
Range	0-2	0-31	0-30	0-28	0-31

OCC AFFILIATION (%)	COUNSELING	MATHEMATICS	READING	WRITING	TOTAL
Full Time ull Time	100	25	28.6	42.9	37.9
Part Time art Time	0	75	71.4	57.1	62.1

Fig. 2.1

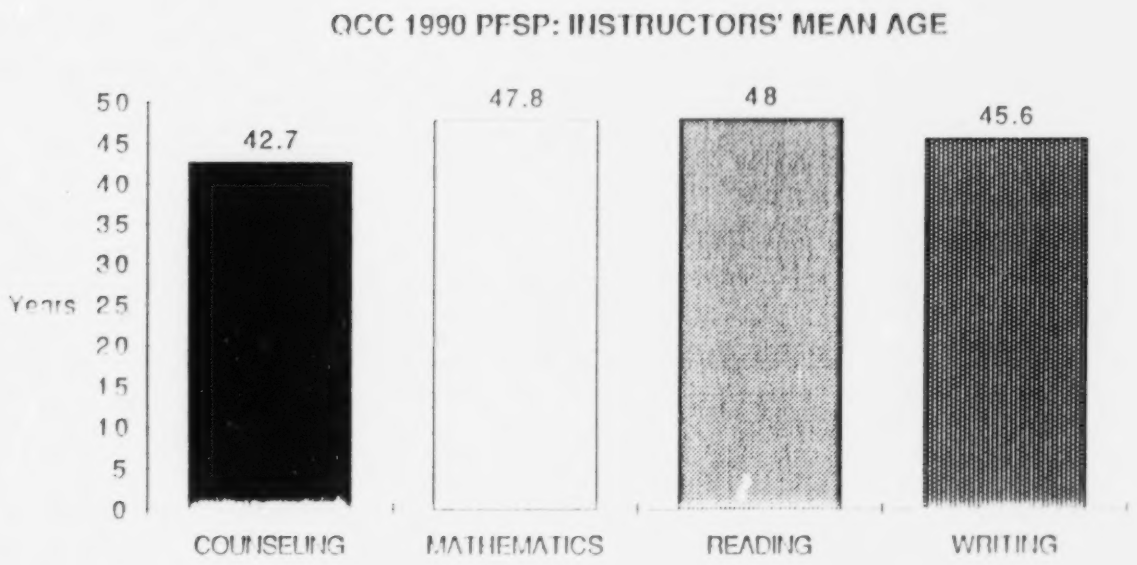

QCC 1990 PFSP: INSTRUCTORS' MEAN AGE
Years
50
45
40
35
30
25
20
15
10
5
0
42.7
47.8
48
45.6
COUNSELING
MATHEMATICS
READING
WRITING

Fig. 2.2

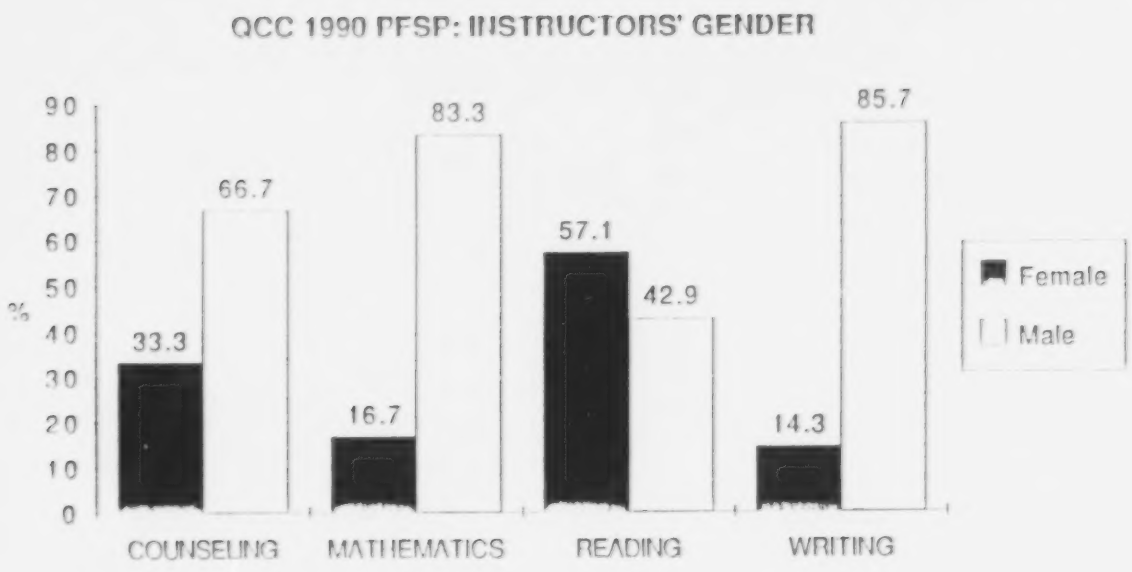

QCC 1990 PFSP: INSTRUCTORS' GENDER
%
90
80
70
60
50
40
30
20
10
0
33.3
66.7
16.7
83.3
57.1
42.9
14.3
85.7
COUNSELING
MATHEMATICS
READING
WRITING
Female
Male

Fig. 2.3

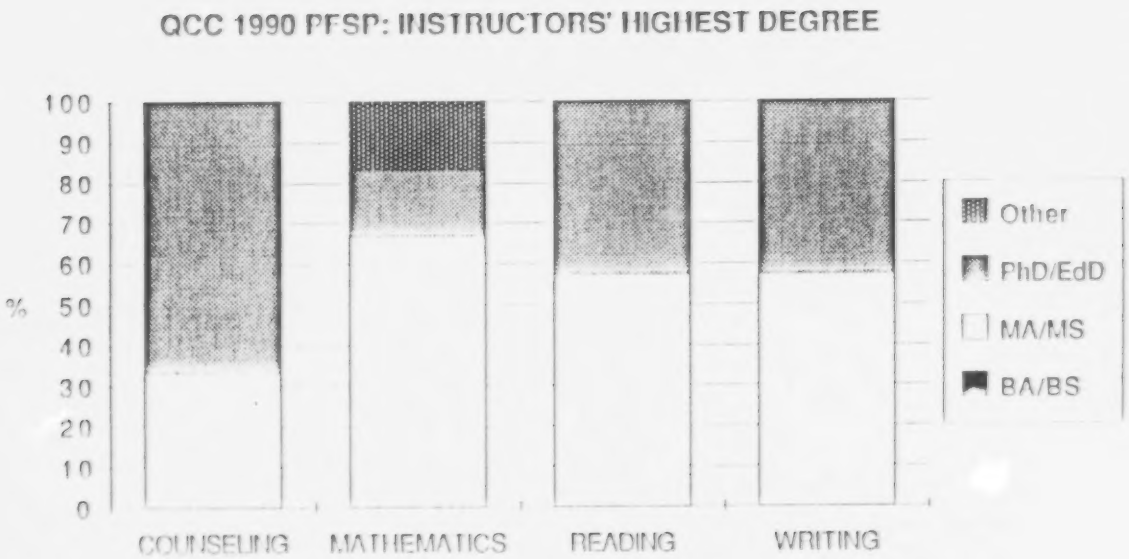

QCC 1990 PFSP: INSTRUCTORS' HIGHEST DEGREE
100
90
80
70
60
%
50
40
30
20
10
0
COUNSELING
MATHEMATICS
READING
WRITING
Other
PhD/EdD
MA/MS
BA/BS

Fig. 2.4

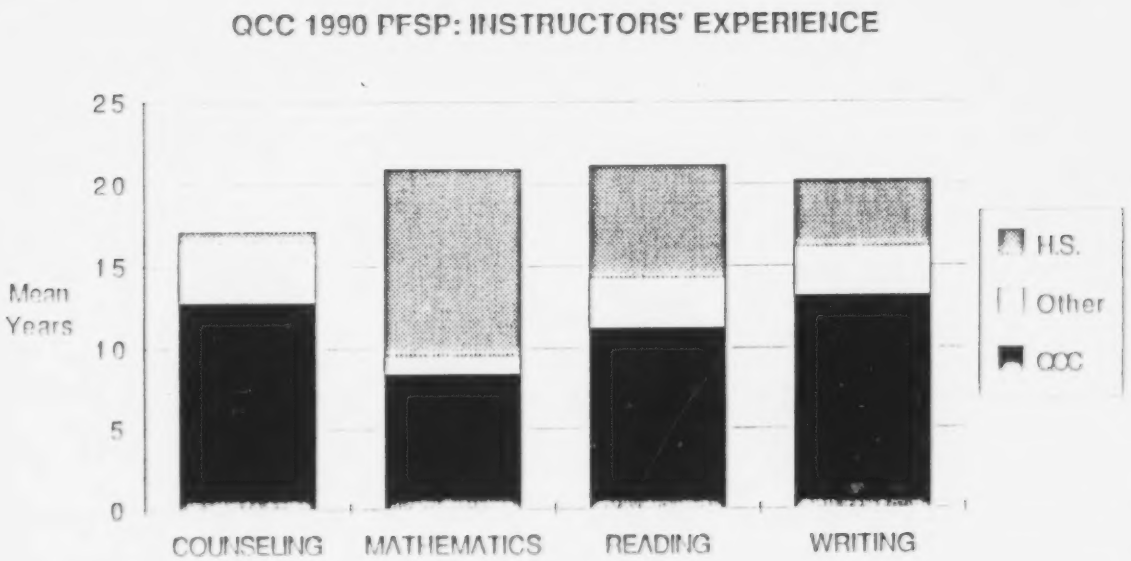

QCC 1990 PFSP: INSTRUCTORS' EXPERIENCE
Mean Years
25
20
15
10
5
0
COUNSELING
MATHEMATICS
READING
WRITING
H.S.
Other
QCC

Fig. 2.5

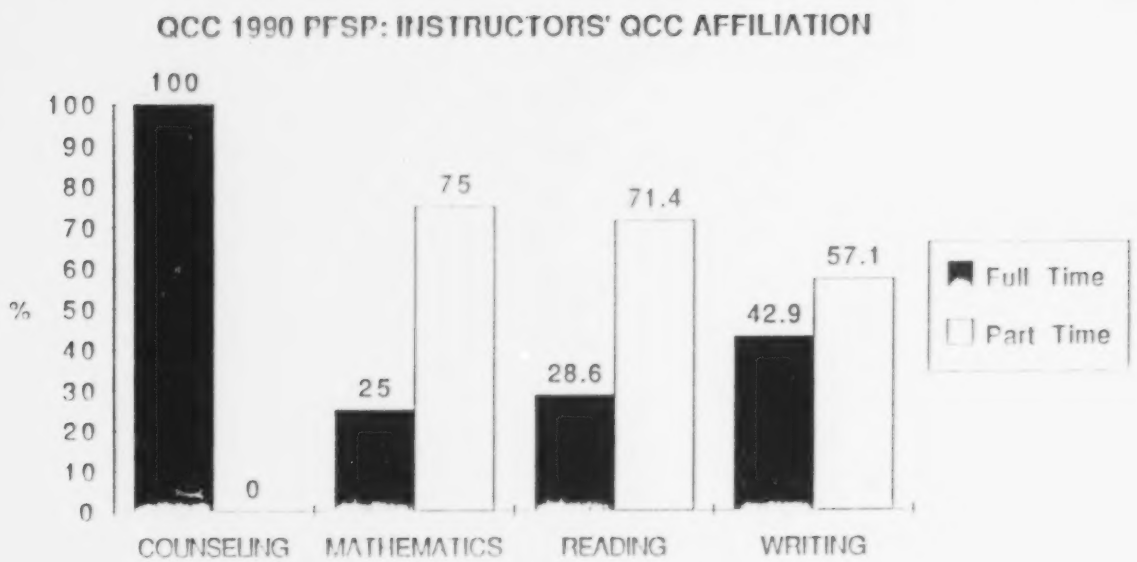

QCC 1990 PFSP: INSTRUCTORS' QCC AFFILIATION
%
100
90
80
70
60
50
40
30
20
10
0
100
0
25
75
28.6
71.4
42.9
57.1
COUNSELING
MATHEMATICS
READING
WRITING
Full Time
Part Time

Table 3

QCC 1990 PFSP
AVERAGE REMEDIAL CLASS SIZE

	MATHEMATICS	READING	WRITING	TOTALS
TOTAL NO. STUDENTS	213	189	148	550
NO. CLASSES	15	14	12	41
STUDENTS/CLASS	14.20	13.50	12.33	13.41

Fig. 3.1

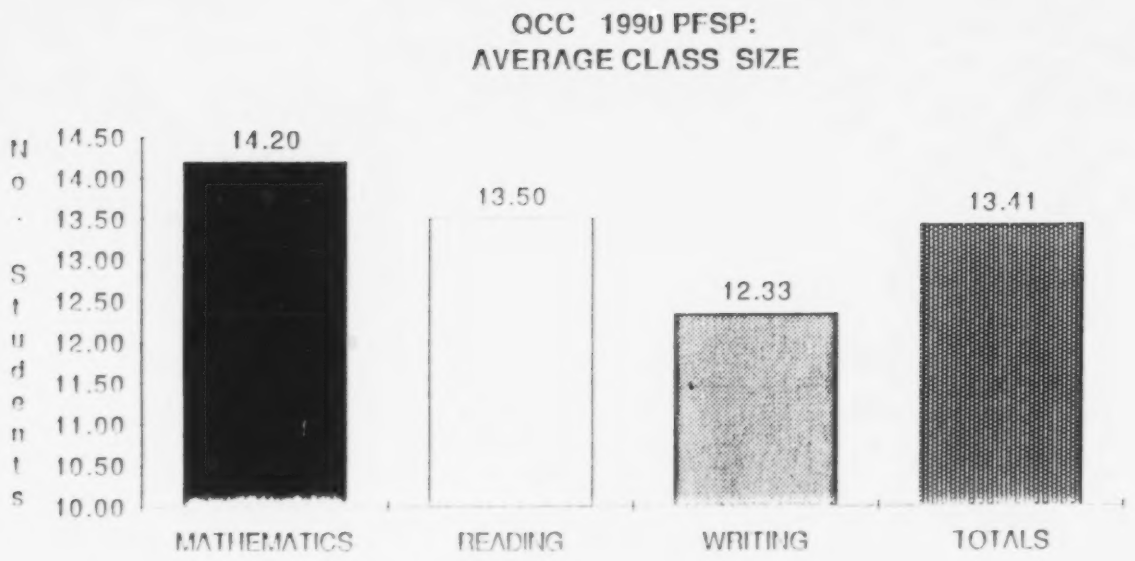

QCC 1990 PFSP:
AVERAGE CLASS SIZE
No. Students
14.50
14.00
13.50
13.00
12.50
12.00
11.50
11.00
10.50
10.00
14.20
13.50
12.33
13.41
MATHEMATICS
READING
WRITING
TOTALS

Table 4.1

QCC 1990 PFSP
TUTOR BACKGROUND PROFILE

	MATHEMATICS	READING	WRITING	ALL TUTORS
NO. TUTORS	13	6	17	36
AGE				
MEAN	22.8	26.2	27.9	25.7
S.D.	4.5	12.8	10.1	9
GENDER				
FEMALE	8% (1)	83% (5)	59% (10)	44% (16)
MALE	92% (12)	17% (1)	41% (7)	56% (20)
COLLEGE CREDITS				
MEAN	63.2	96.2	84.1	78.1
S.D.	24.5	34.9	47.8	40
EDUCATION				
HS/GED	54% (7)	67% (4)	41% (7)	50% (18)
AA/AS/AAS	31% (4)	0	18% (3)	19% (7)
BA/BS	0	33% (2)	35% (6)	22% (8)
MA/MS	0	0	6% (1)	3% (1)
OTHER	15% (2)	0	0	6% (2)
GPA				
MEAN	3.38	3.12	3.59	3.43
S.D.	0.44	0.36	0.33	0.41
GPA IN SUBJECT				
MEAN	3.57	3.46	3.82	3.67
S.D.	0.5	0.45	0.29	0.41

Table 4.2

QCC 1990 PFSP
TUTOR EXPERIENCE & TRAINING PROFILE

	MATHEMATICS	READING	WRITING	ALL TUTORS
TUTORING EXPERIENCE (SEMESTERS)				
QCC				
MEAN	2.5	1.2	3	2.5
S.D.	2.2	1.3	3	2.5
ELSEWHERE				
MEAN	0	1.2	0.9	0.6
S.D.	0	1.5	1.3	1.2
TOTAL				
MEAN	2.5	2.3	3.7	3.1
S.D.	2.2	2.3	3.4	2.8
TUTORING TRAINING (HOURS)				
QCC				
MEAN	4.4	9.3	15.7	10.4
S.D.	1.9	1	6.8	7
ELSEWHERE				
MEAN	0	2.5	2.2	1.4
S.D.	0	6.1	6	4.8
TOTAL				
MEAN	4.4	11.8	17.9	11.8
S.D.	1.9	6.5	9.8	9.4

Table 5.1

TUTORING: STUDENT/TUTOR RATIOS

	MATHEMATICS	READING	WRITING	TOTAL
STUDENTS ENROLLED	213	190	148	551
NO. TUTORS	13	6	17	36
STUDENT/TUTOR RATIO	16.4	31.7	8.7	15.3

Table 5.2

TUTORING: MAX. WEEKLY STUDENT CONTACTS/TUTOR

	MATHEMATICS	READING	WRITING*	TOTALS
MAX. STUDENT CONTACTS*	213	190	209	612
NO. TUTORS	13	6	17	36
STUDENT/TUTOR RATIO	16.4	31.7	12.3	17.0

*NOTE: ESL SECTIONS OF WRITING MEET 2X PER WEEK WITH TUTORS

Fig. 5.1

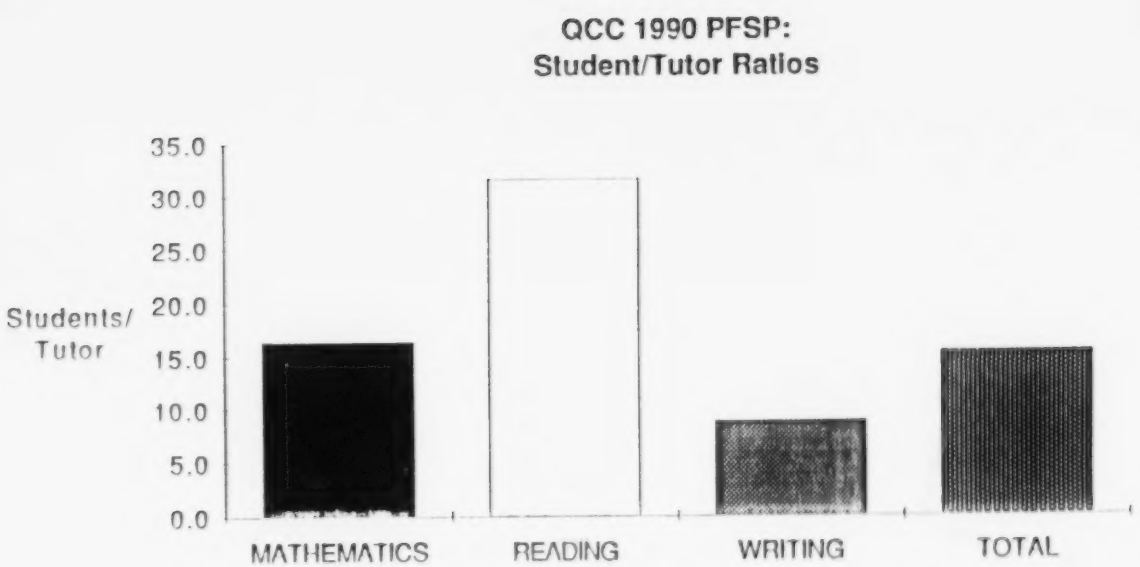

QCC 1990 PFSP:
Student/Tutor Ratios
Students/
Tutor
35.0
30.0
25.0
20.0
15.0
10.0
5.0
0.0
MATHEMATICS
READING
WRITING
TOTAL

Fig. 5.2

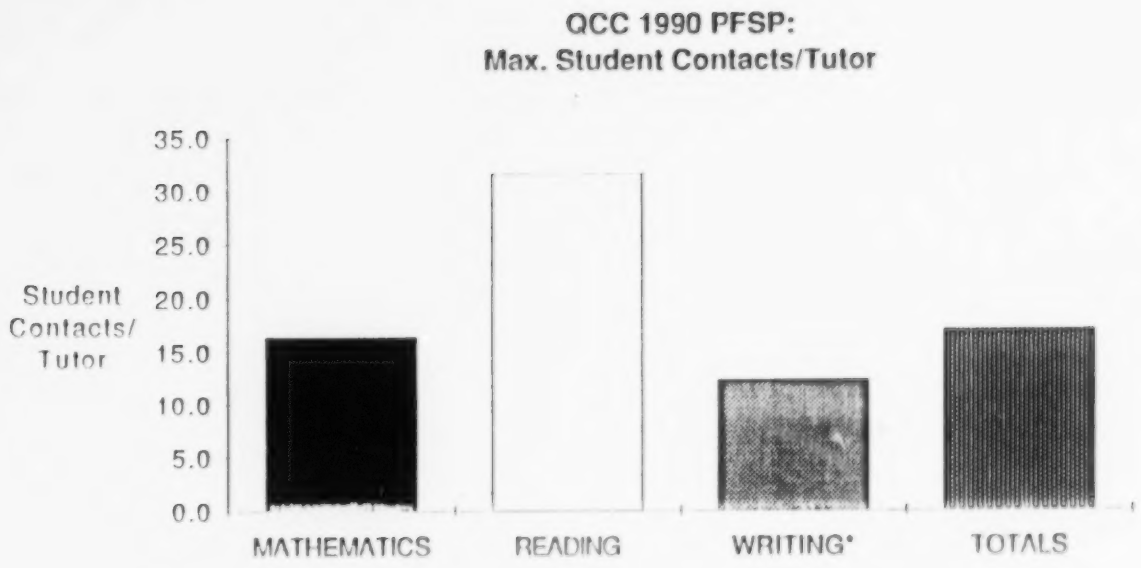

QCC 1990 PFSP:
Max. Student Contacts/Tutor
Student Contacts/ Tutor
35.0
30.0
25.0
20.0
15.0
10.0
5.0
0.0
MATHEMATICS
READING
WRITING*
TOTALS

Table 6

PFSP REMEDIAL COURSE ATTENDANCE SUMMARY

Department	No. Enrolled	Total Absences	Max. Total Attendance	Attendance Rate
MATHEMATICS	213	404	4623	91.3%
READING	189	318	3402	90.7%
WRITING	148	226	3404	93.4%
REMEDIAL SUBTOTALS	550	948	11429	91.7%
COUNSELING (STX-100)	257	185	1028	82.0%

Fig. 6.1

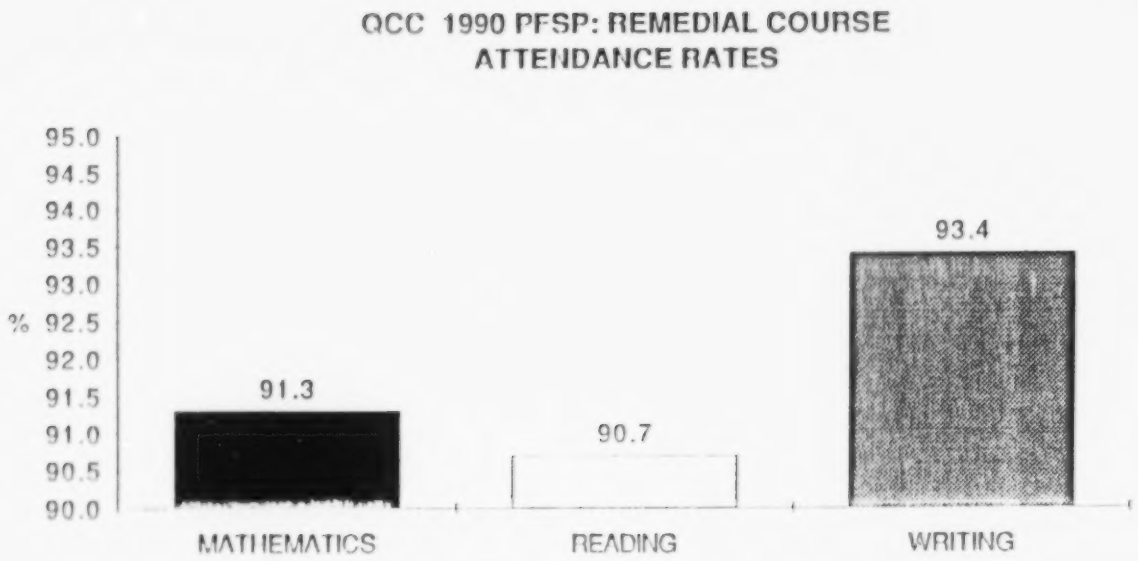

QCC 1990 PFSP: REMEDIAL COURSE
ATTENDANCE RATES
95.0
94.5
94.0
93.5
93.0
% 92.5
92.0
91.5
91.0
90.5
90.0
91.3
90.7
93.4
MATHEMATICS
READING
WRITING

Table 7

PFSP REMEDIAL COURSE OUTCOMES SUMMARY-1990

Department	No. Enrolled	No. Completed	No. Passed	Completion Rate	Progress Rate
MATHEMATICS	213	193	148	90.6%	69.5%
READING	189	176	159	93.1%	84.1%
WRITING	148	141	111	95.3%	75.0%
REMEDIAL SUBTOTALS	550	510	418	92.7%	76.0%
COUNSELING (STX-100)	257	234	227	91.1%	88.3%

Fig. 7.1

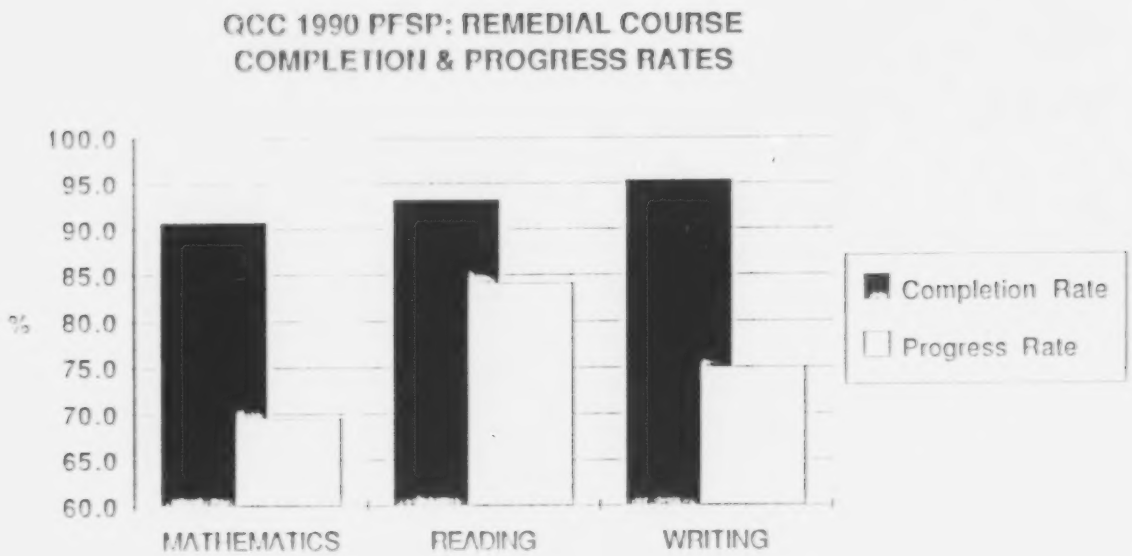

QCC 1990 PFSP: REMEDIAL COURSE
COMPLETION & PROGRESS RATES
100.0
95.0
90.0
85.0
%
80.0
75.0
70.0
65.0
60.0
MATHEMATICS
READING
WRITING
Completion Rate
Progress Rate

Table 8

QCC PFSP 1990: TESTS OF INSTRUCTIONAL MODELS

DAY MA-010 MODS 2-4 BY DAILY FORMAT

	Continuous	Split Session	Chi-Square	Prob.
Percent Pass	76.7	73.5	0.01	0.93
Passed	46	25		
Not Passed	14	9		

DAY MA-010 MODS 3-4 BY SEMESTER FORMAT

	3 Week	6 Week	Chi-Square	Prob.
Percent Pass	56.5	56.3	0	1
Passed	13	9		
Not Passed	10	7		

REMEDIAL MATHEMATICS COURSES

	Mods 1-4	Mods 2-4	Mods 3-4	Chi-Square	Prob.
Percent Pass	62.7	77.4	56.4	7.81	0.02
Passed	37	89	22		
Not Passed	22	26	17		

REMEDIAL READING COURSES

	BE-121	BE-122	BE-123	BE-225	BE-226	Chi-Square	Prob.
Percent Pass	58.8	86.5	92.9	80	91.7	10.81	0.03
Passed	10	90	13	24	22		
Not Passed	7	14	1	6	2		

REMEDIAL READING BY ESL/EPL SECTIONS

	ESL	EPL	Chi-Square	Prob.
Percent Pass	85.2	82.2	0.04	0.84
Passed	46	100		
Not Passed	8	21		

REMEDIAL WRITING COURSES

	BE-111	BE-112	BE-201	BE-205	Chi-Square	Prob.
Percent Pass	85.7	85.4	50	45.5	21.85	0.0001
Passed	18	76	7	10		
Not Passed	3	13	7	12		

REMEDIAL WRITING BY ESL/EPL SECTIONS

	ESL	EPL	Chi-Square	Prob.
Percent Pass	47.2	85.5	19.71	0
Passed	17	94		
Not Passed	19	16		

BEST COPY AVAILABLE

Fig. 8.1

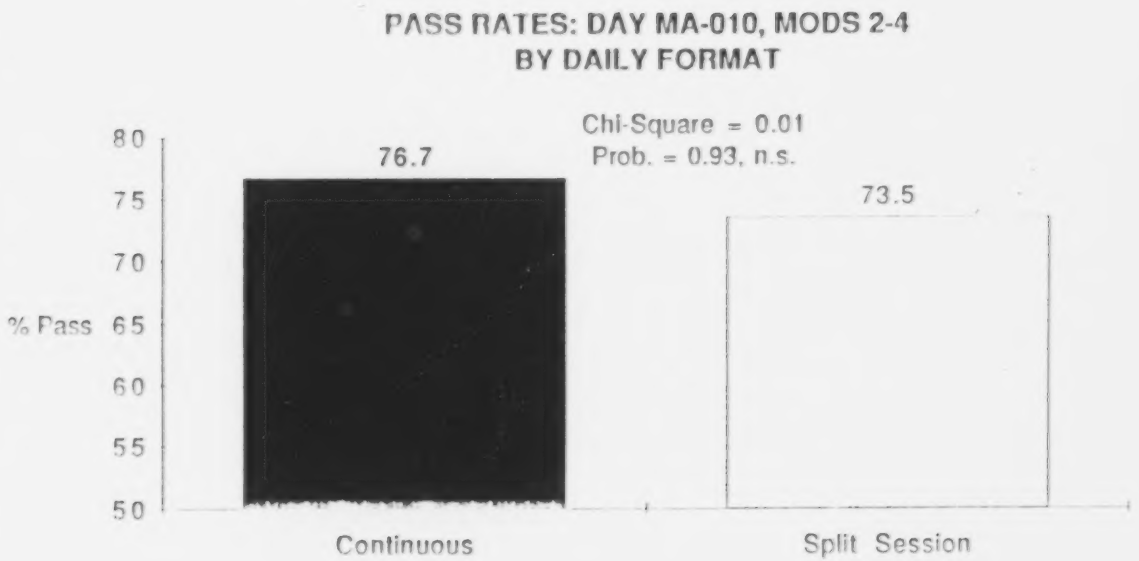

PASS RATES: DAY MA-010, MODS 2-4
BY DAILY FORMAT
Chi-Square = 0.01
Prob. = 0.93, n.s.
80
75
70
% Pass 65
60
55
50
76.7
73.5
Continuous
Split Session

Fig. 8.2

PASS RATES: MA-010, MODS 3-4
BY SEMESTER FORMAT

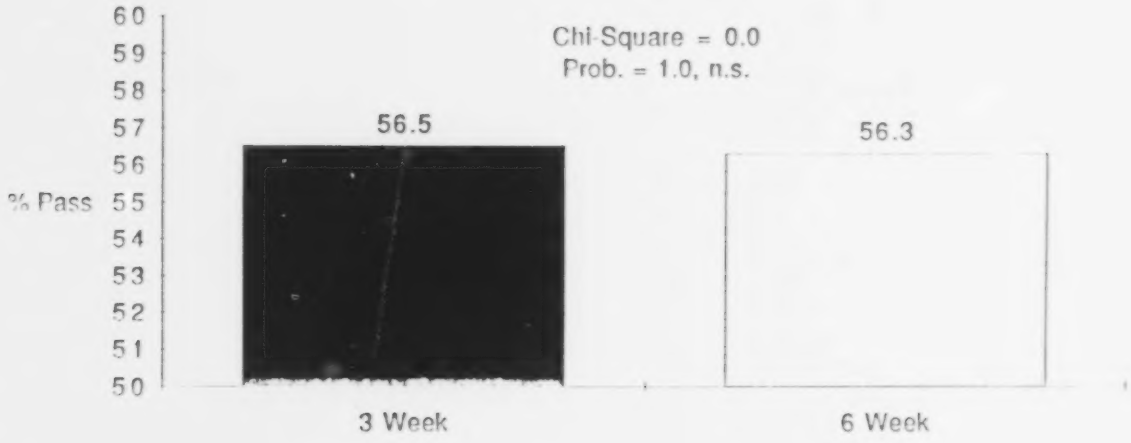


Fig. 8.3

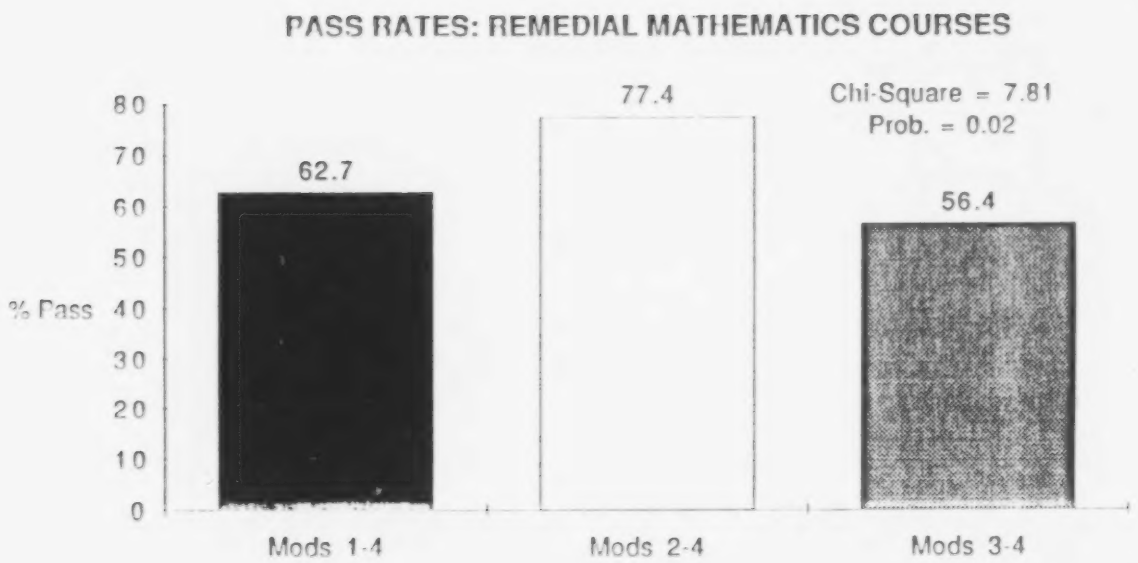

PASS RATES: REMEDIAL MATHEMATICS COURSES
Chi-Square = 7.81
Prob. = 0.02
% Pass
80
70
60
50
40
30
20
10
0
62.7
77.4
56.4
Mods 1-4
Mods 2-4
Mods 3-4

Fig. 8.4

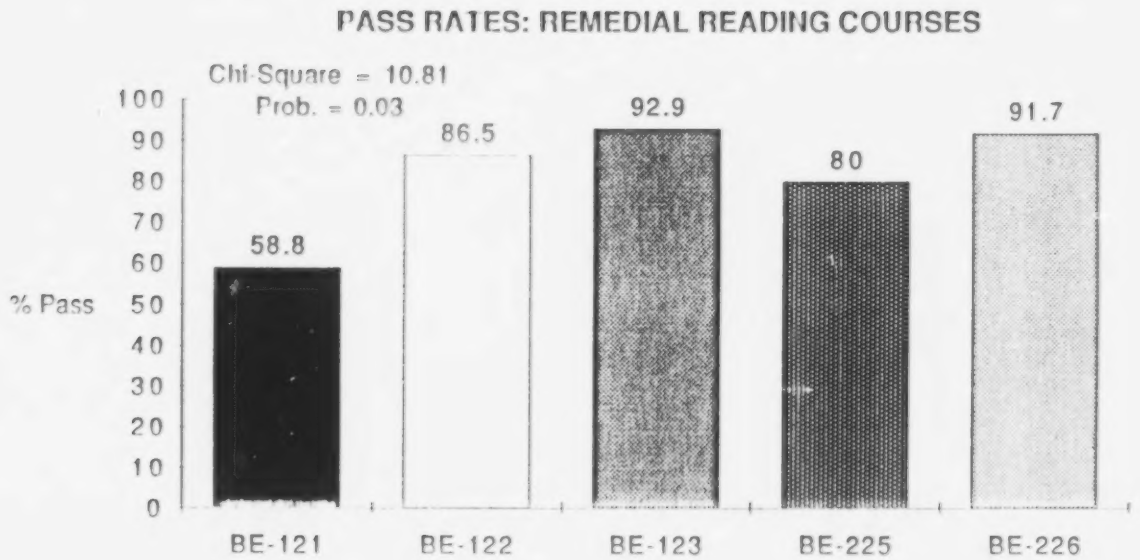

PASS RATES: REMEDIAL READING COURSES
Chi-Square = 10.81
Prob. = 0.03
% Pass
100
90
80
70
60
50
40
30
20
10
0
58.8
86.5
92.9
80
91.7
BE-121
BE-122
BE-123
BE-225
BE-226

Fig. 8.5

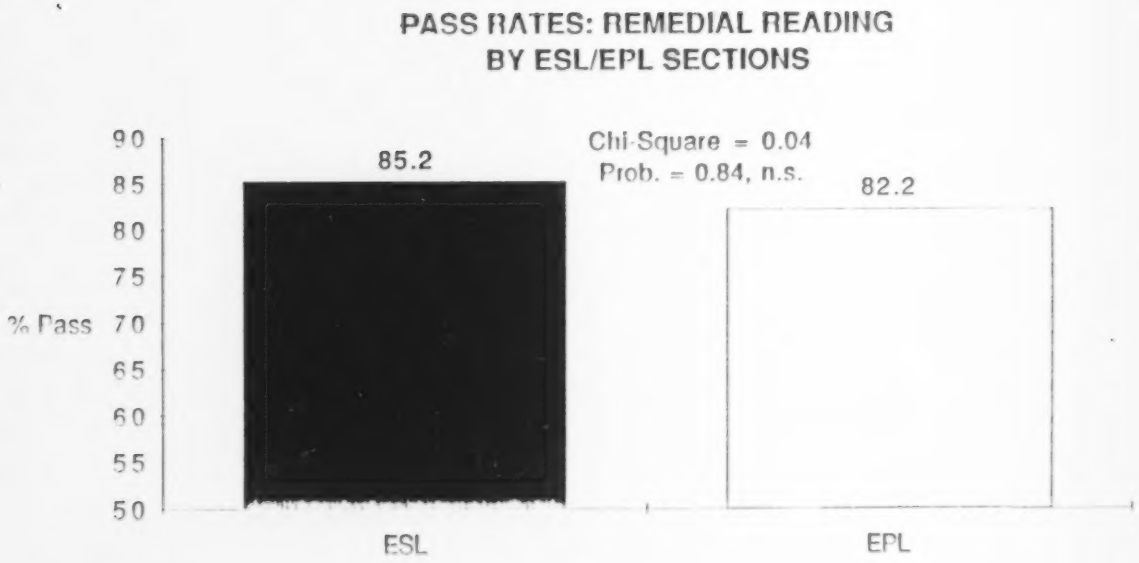

PASS RATES: REMEDIAL READING
BY ESL/EPL SECTIONS
Chi-Square = 0.04
Prob. = 0.84, n.s.
% Pass
90
85
80
75
70
65
60
55
50
85.2
82.2
ESL
EPL

Fig. 8.6

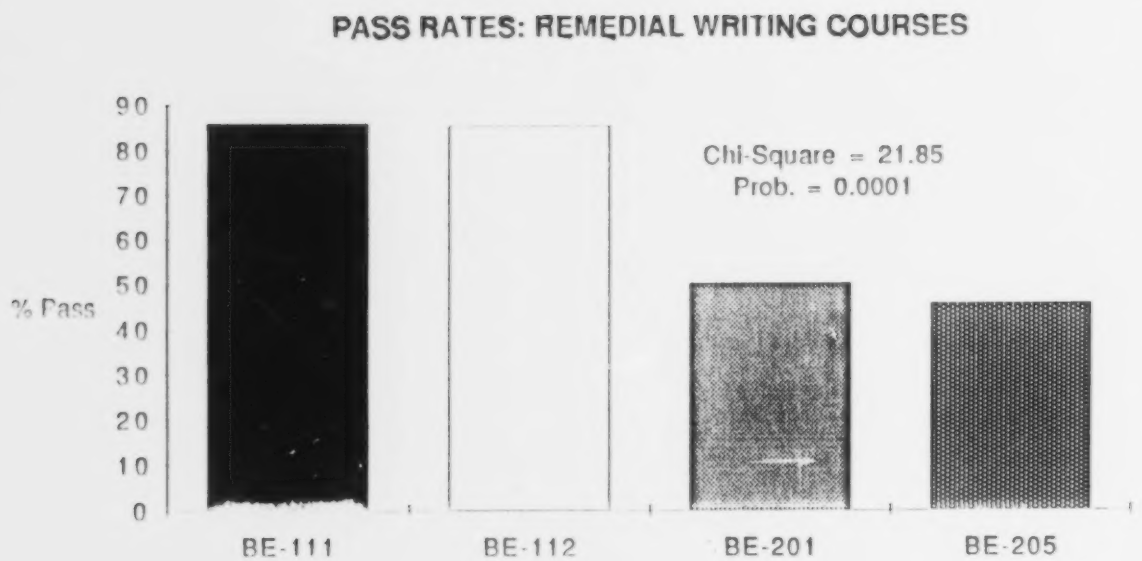
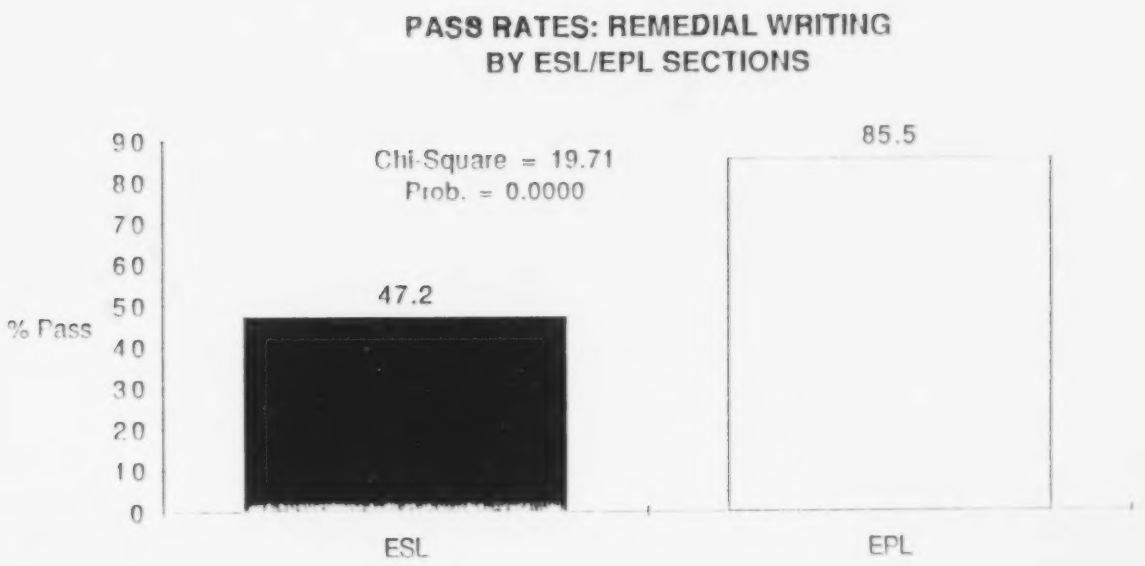

PASS RATES: REMEDIAL WRITING COURSES
% Pass
90
80
70
60
50
40
30
20
10
0
Chi-Square = 21.85
Prob. = 0.0001
BE-111
BE-112
BE-201
BE-205

Fig. 8.7


PASS RATES: REMEDIAL WRITING
BY ESL/EPL SECTIONS
Chi-Square = 19.71
Prob. = 0.0000
% Pass
90
80
70
60
50
40
30
20
10
0
47.2
85.5
ESL
EPL

QCC 1990 PFPS: PRE-POST TESTS
ATTITUDE SCALES & TEST OF COLLEGE INFORMATION

Table 9

SECTION 1.	A basic skills program should provide/provided me with:				
	Campus Info	Study Skills	Cope w. College	Fnctn as Stdnt	Cmplt Remedls
Pre-Test	3.114	3.721	3.241	3.246	3.575
Post-Test	3.235	3.426	3.241	3.254	3.575
Mean Diff.	0.121	-0.295	0	0.008	0
T-Test	1.42	-4.02	0	0.09	0
N	132	129	133	130	134
Prob.	0.1542	0.0001	1	0.8883	1

Queensborough Information Inventory	
	QII
Pre-Test	11.71
Post-Test	13.17
Mean Diff.	1.458
T-Test	5.32
N	142
Prob.	< 0.0001

SECTION 2.	A basic skills program should be set up so that:						
	Small Classes	Free Tutition	Free Books	Counslng Avail	Academic Advs	Free Tutoring	end. Reqrd.
Pre-Test	3.217	3.496	3.686	3.761	3.709	3.725	3.591
Post-Test	3.333	3.46	3.715	3.768	3.809	3.703	3.515
Mean Diff.	0.116	-0.036	0.029	0.007	0.1	-0.022	-0.076
T-Test	1.64	-0.53	0.5	0.17	2	-0.38	-1.33
N	138	137	137	138	140	138	137
Prob.	0.0986	0.6045	0.6246	0.8391	0.0447	0.702	0.1808

SECTION 3.	Rate your ability in comparison with other students:				
	Arithmetic	Algebra	Reading Eng.	Writing Eng.	Speaking Eng.
Pre-Test	3.531	2.933	3.877	3.715	3.964
Post-Test	3.7	3.183	3.964	3.752	3.993
Mean Diff.	0.169	0.25	0.087	0.037	0.029
T-Test	2.11	3.17	1.38	0.53	0.48
N	130	134	138	137	138
Prob.	0.035	0.002	0.1658	0.6045	0.6347

SECTION 4.	My decision to attend the PFSP was influenced by/helped me deal with:								
	ParentWish	Lack of Job	Get Away Home	Incr.Educa.Lvl	Incr. Readng	Incr. Math.	Incr.Writng	Nothng to do	Incr. Income
Pre-Test	2.492	1.684	1.538	3.596	3.052	3.104	2.933	1.384	3.162
Post-Test	2.394	1.865	1.708	3.5	3.059	3.185	2.91	1.46	3.235
Mean Diff.	-0.098	0.181	0.17	-0.096	0.007	0.081	-0.023	0.076	0.073
T-Test	-0.95	2.33	2.15	-1.57	0.1	0.8	-0.29	0.98	0.79
N	132	133	130	136	135	135	134	125	136
Prob.	0.3463	0.0203	0.0318	0.1137	0.8853	0.4287	0.7653	0.3292	0.434

Fig. 9.1

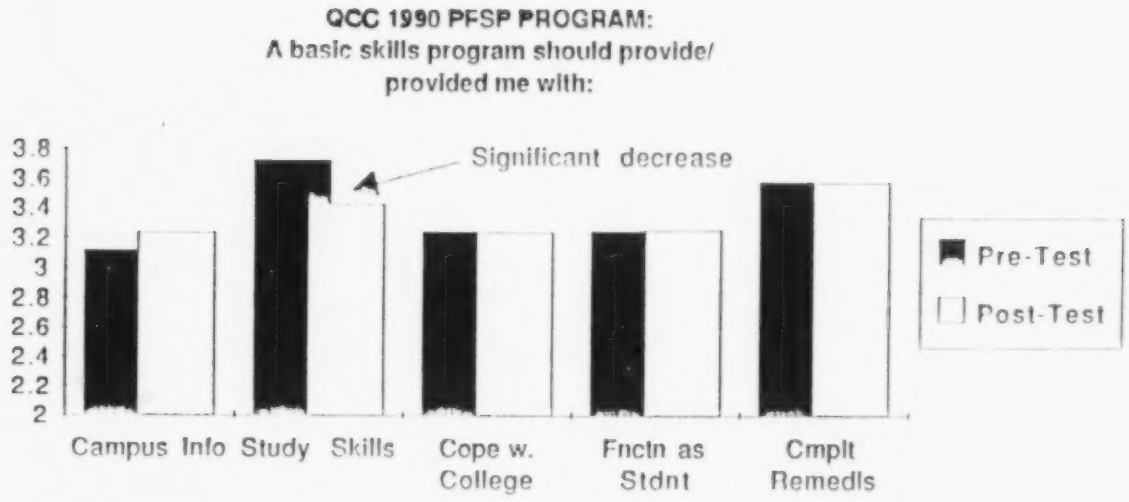

QCC 1990 PFSP PROGRAM:
A basic skills program should provide/
provided me with:
3.8
3.6
3.4
3.2
3
2.8
2.6
2.4
2.2
2
Significant decrease
Pre-Test
Post-Test
Campus Info
Study Skills
Cope w. College
Fnctn as Stdnt
Cmplt Remedls

Fig. 9.2

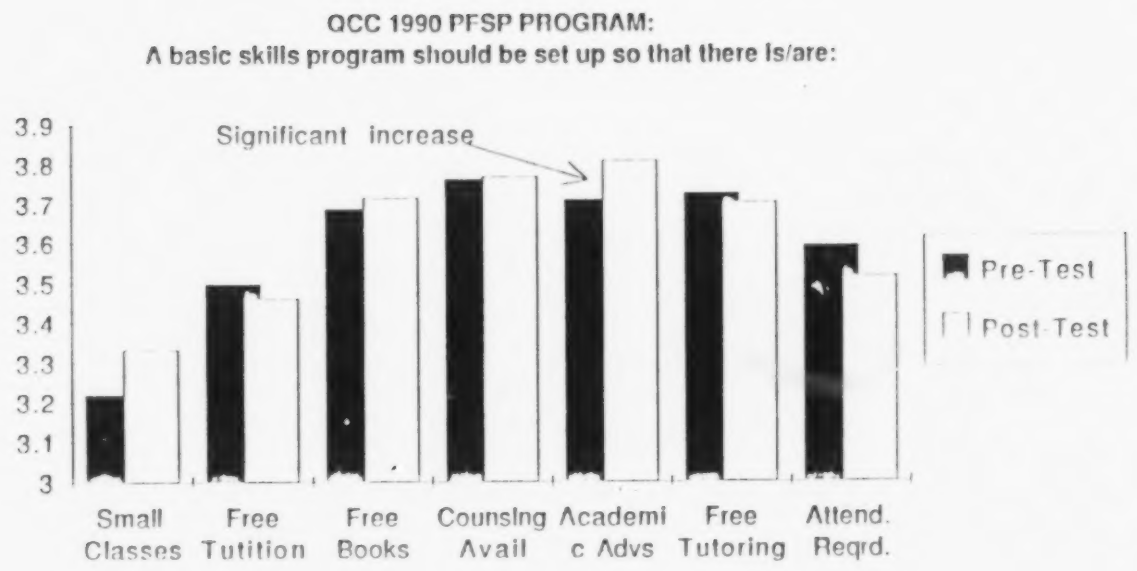

QCC 1990 PFSP PROGRAM:
A basic skills program should be set up so that there is/are:
Significant increase
3.9
3.8
3.7
3.6
3.5
3.4
3.3
3.2
3.1
3
Small Classes
Free Tutition
Free Books
Counsing Avail
Academi c Advs
Free Tutoring
Attend. Reqrd.
Pre-Test
Post-Test

Fig. 9.3

QCC 1990 PFSP PROGRAM:
Rate your ability in comparison with other students.

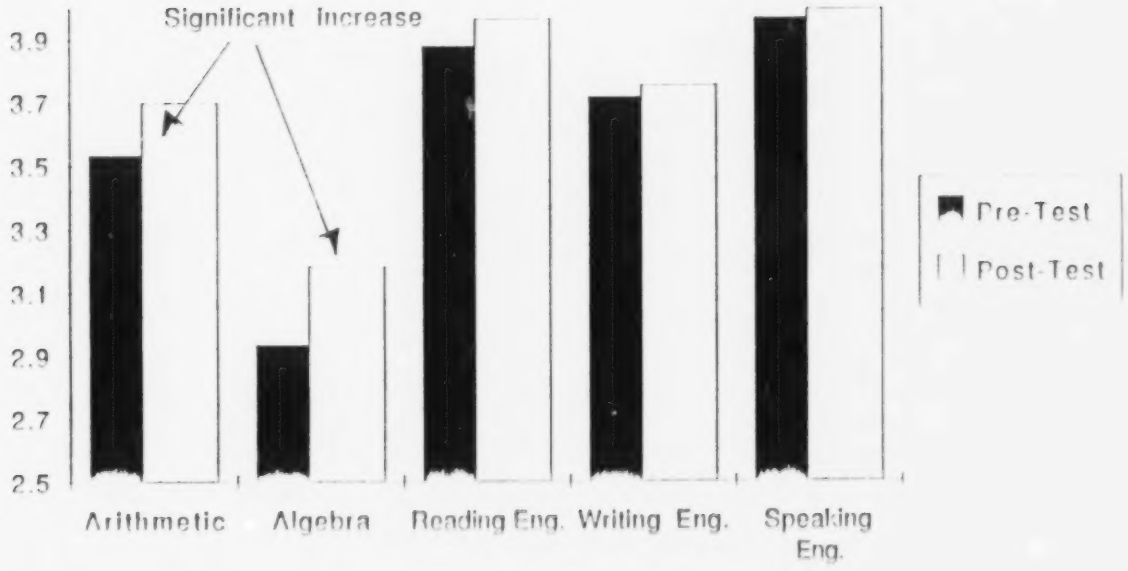


Fig. 9.4

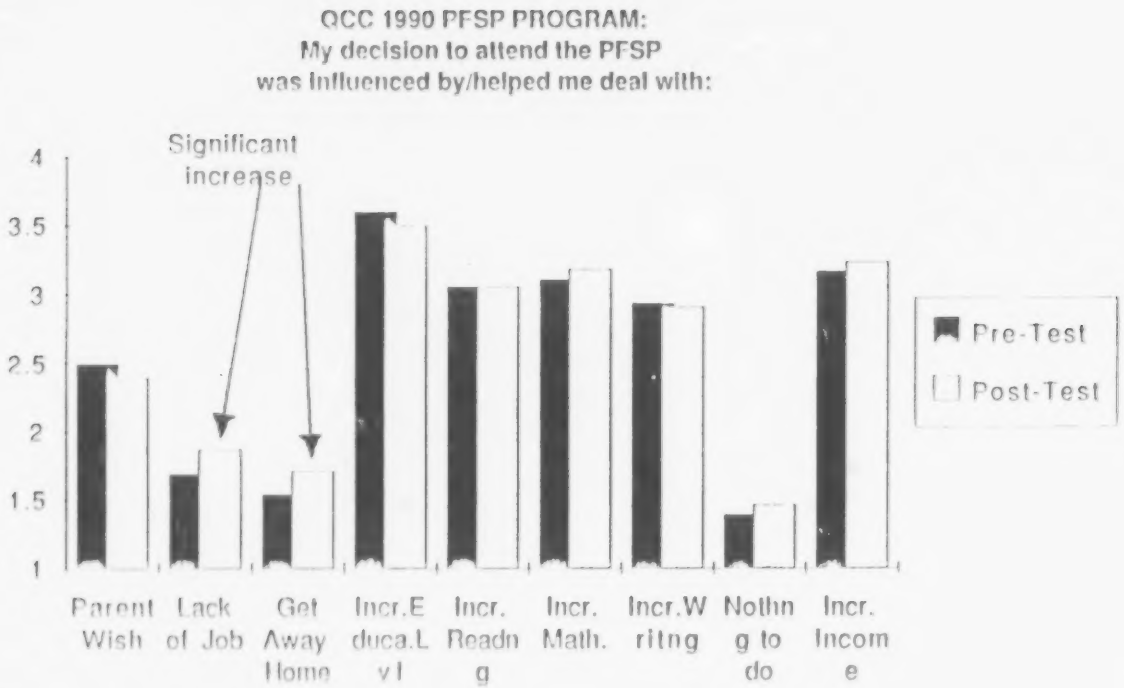

QCC 1990 PFSP PROGRAM:
My decision to attend the PFSP
was influenced by/helped me deal with:
Significant increase
4
3.5
3
2.5
2
1.5
1
Parent Wish
Lack of Job
Get Away Home
Incr.Educa.Lvl
Incr. Readng
Incr. Math.
Incr.Writng
Nothng to do
Incr. Income
Pre-Test
Post-Test

Fig. 9.5

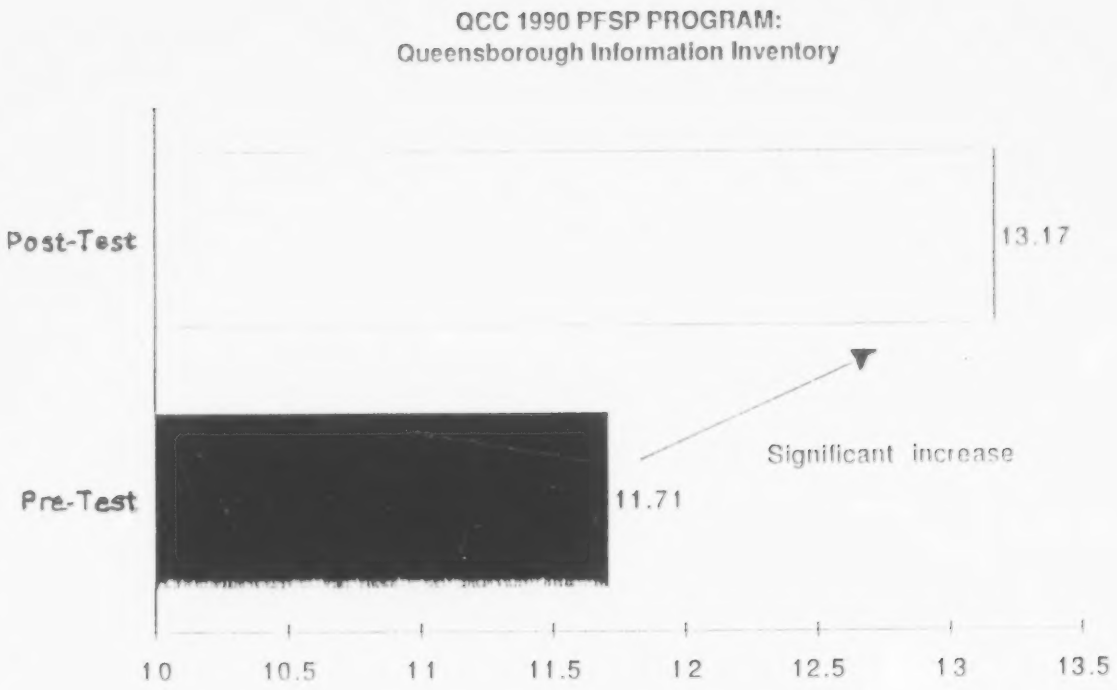

QCC 1990 PFSP PROGRAM:
Queensborough Information Inventory
Post-Test
13.17
Significant increase
Pre-Test
11.71
10
10.5
11
11.5
12
12.5
13
13.5

Table 10

QCC 1990 PFSP STUDENT FEEDBACK

(Mean Ratings* for N=378 in total sample)

INSTRUCTION

	READING	WRITING	MATHEMATICS	COMPUTR LAB
CLASS	4.255	4.626	4.392	
TUTORING	3.744	3.917	3.854	3.775

COUNSELING

	STX-100	INDIV. CNSLNG	ACADEMIC ADVISEMENT
RATING	3.95	3.707	3.896

PFSP PROGRAM AS A WHOLE

	REACH GOALS?	OVERALL HELPFULNESS
RATING	4.202	4.372

*Note: Ratings are on a scale of 1-5.

Fig. 10.1

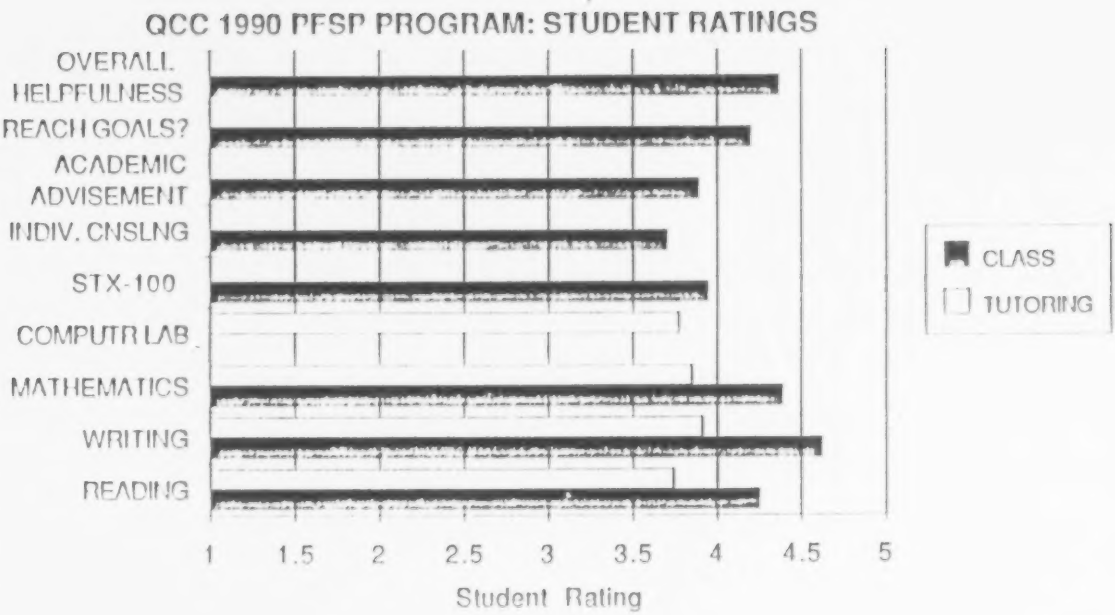

QCC 1990 PFSP PROGRAM: STUDENT RATINGS
OVERALL HELPFULNESS
REACH GOALS?
ACADEMIC ADVISEMENT
INDIV. CNSLNG
STX-100
COMPUTR LAB
MATHEMATICS
WRITING
READING
1
1.5
2
2.5
3
3.5
4
4.5
5
Student Rating
CLASS
TUTORING

Fig. 10.2

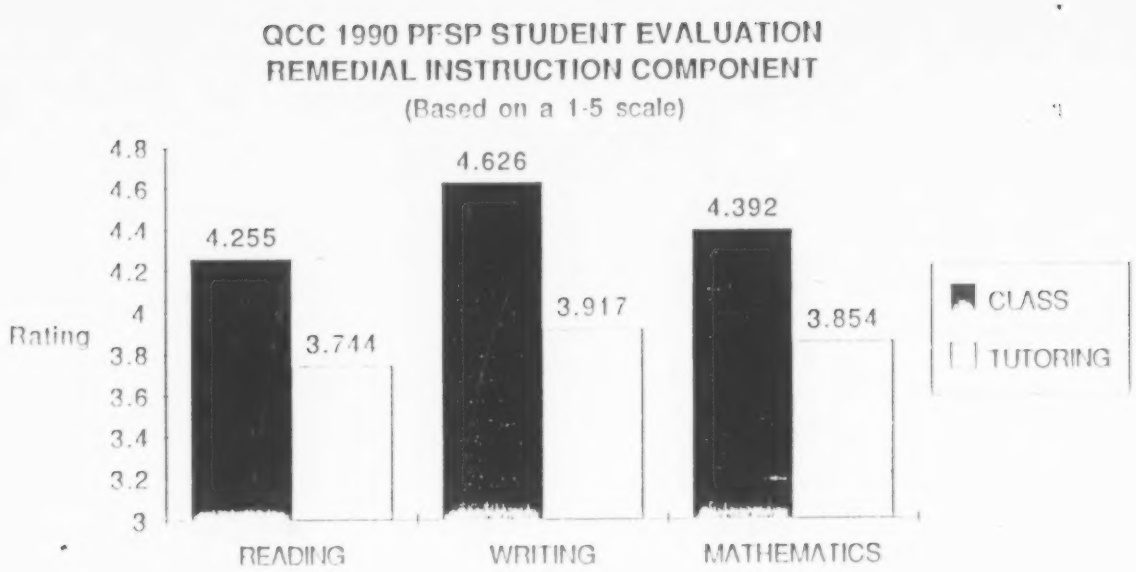

QCC 1990 PFSP STUDENT EVALUATION
REMEDIAL INSTRUCTION COMPONENT
(Based on a 1-5 scale)
Rating
4.8
4.6
4.4
4.2
4
3.8
3.6
3.4
3.2
3
4.255
3.744
4.626
3.917
4.392
3.854
READING
WRITING
MATHEMATICS
CLASS
TUTORING

Fig. 10.3

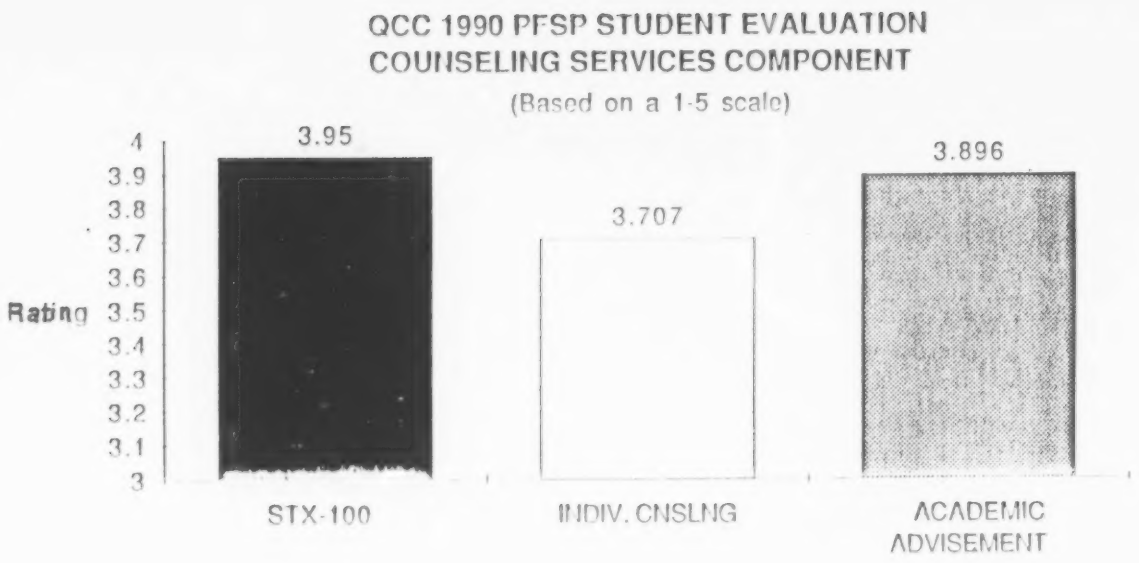

QCC 1990 PFSP STUDENT EVALUATION
COUNSELING SERVICES COMPONENT
(Based on a 1-5 scale)
Rating
4
3.9
3.8
3.7
3.6
3.5
3.4
3.3
3.2
3.1
3
3.95
3.707
3.896
STX-100
INDIV. CNSLNG
ACADEMIC ADVISEMENT

Fig. 10.4

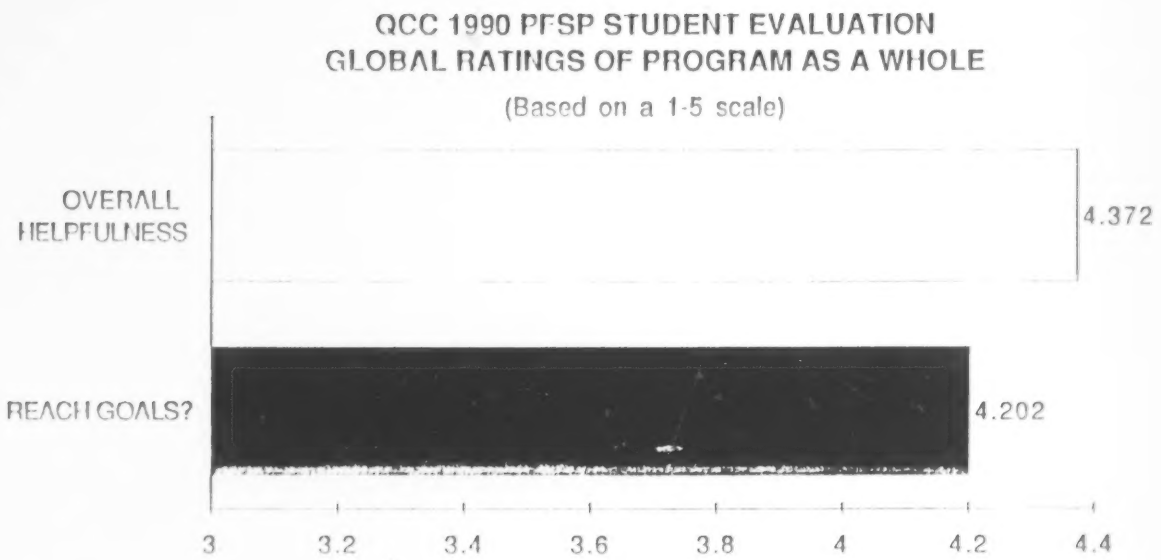

QCC 1990 PFSP STUDENT EVALUATION
GLOBAL RATINGS OF PROGRAM AS A WHOLE
(Based on a 1-5 scale)
OVERALL HELPFULNESS
4.372
REACH GOALS?
4.202
3
3.2
3.4
3.6
3.8
4
4.2
4.4

Table 11

STX-100 STUDENT EVALUATION

New Info.	RATING	GROUP 1	GROUP 2	GROUP 3	GROUP 4	FREQUENCY	WEIGHTED F
	1	1	1	0	1	3	3
	2	0	2	2	0	4	8
	3	16	11	8	9	44	132
	4	19	18	13	15	65	260
	5	10	12	12	15	49	245
	TOTALS	46	44	35	40	165	648
	MEAN						3.93

Incr Confidence	RATING	GROUP 1	GROUP 2	GROUP 3	GROUP 4	FREQUENCY	WEIGHTED F
	1	3	2	0	1	6	6
	2	3	2	1	2	8	16
	3	12	10	8	8	38	114
	4	19	19	15	16	69	276
	5	8	12	11	15	46	230
	TOTALS	45	45	35	42	167	642
	MEAN						3.84

Recom Course	RATING	GROUP 1	GROUP 2	GROUP 3	GROUP 4	FREQUENCY	WEIGHTED F
	1	2	2	0	2	6	6
	2	2	2	0	0	4	8
	3	6	4	4	2	16	48
	4	16	18	14	13	61	244
	5	18	19	17	25	79	395
	TOTALS	44	45	35	42	166	701
	MEAN						4.22

ITEM 10	RATING	GROUP 1	GROUP 2	GROUP 3	GROUP 4	FREQUENCY	WEIGHTED F
Not Worthwhile	1	0	4	1	2	7	7
Somewhat Worth	2	21	17	9	12	59	118
Very Worthwhile	3	25	24	24	28	101	303
	TOTALS	46	45	34	42	167	428
	MEAN						2.56

SUMMARY OF RESPONSES

Rating	1	2	3	4	5	TOTALS
New Info	3	4	44	65	49	165
Inc Confidence	6	8	38	69	46	167
Recom Course	6	4	16	61	79	166

Rating	Not	Somewhat	Very	TOTAL
Worthwhile?	7	59	101	167

Fig. 11.1

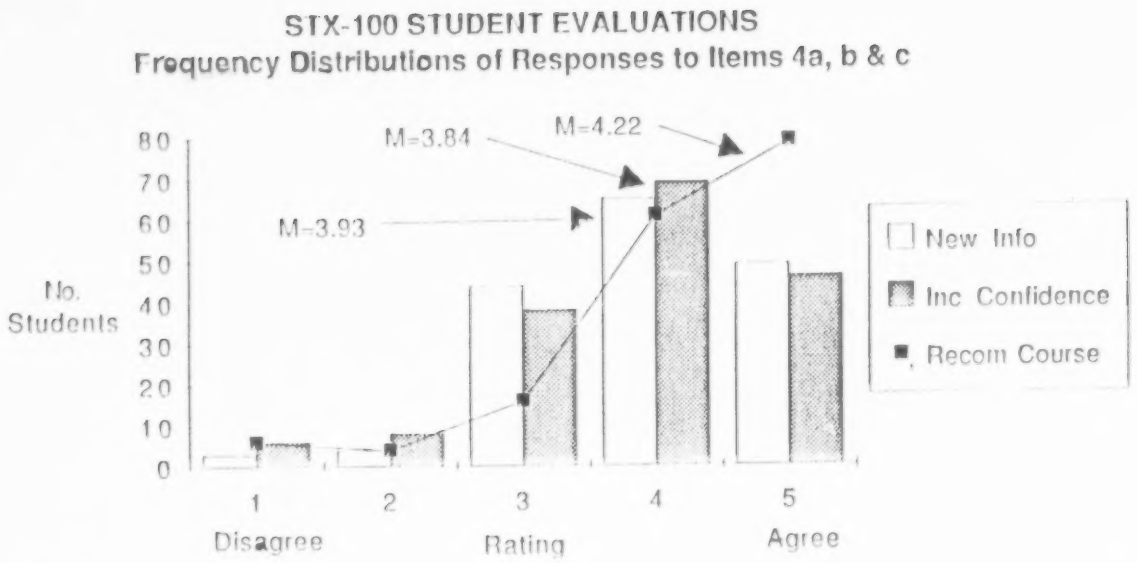

STX-100 STUDENT EVALUATIONS
Frequency Distributions of Responses to Items 4a, b & c
M=3.84
M=4.22
M=3.93
No. Students
80
70
60
50
40
30
20
10
0
1
2
3
4
5
Disagree
Rating
Agree
New Info
Inc Confidence
Recom Course

Fig. 11.2

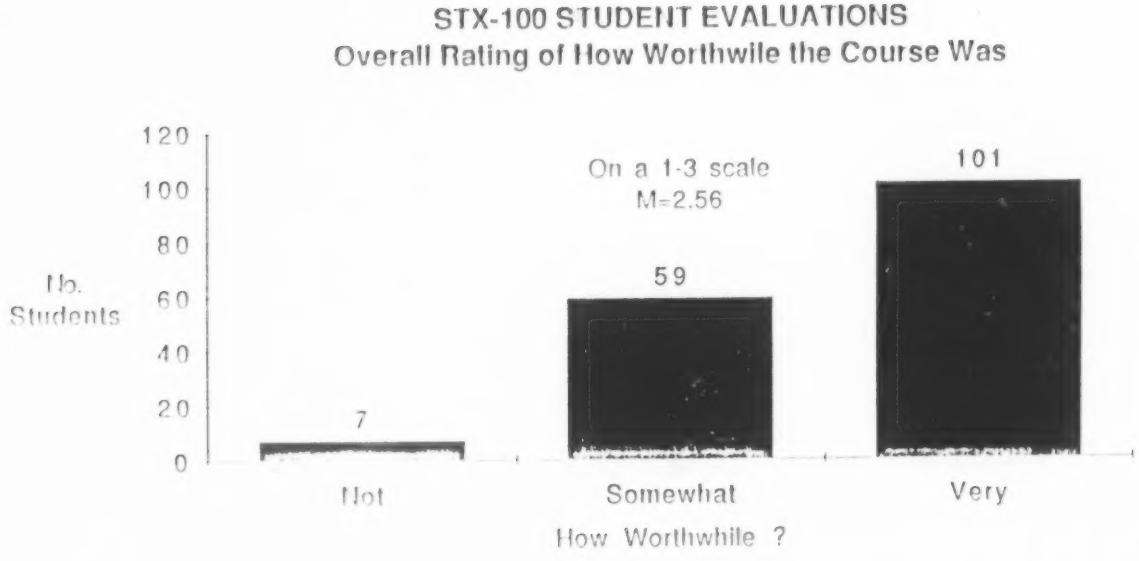

STX-100 STUDENT EVALUATIONS
Overall Rating of How Worthwile the Course Was
120
100
80
60
40
20
0
No. Students
On a 1-3 scale
M=2.56
7
59
101
Not
Somewhat
Very
How Worthwhile ?

Table 12

QCC 1990 PFSP: PRE-REGISTRATION ACADEMIC ADVISEMENT

	NEW STUDENTS (STX-100)	CONTINUING (Non-STX-100)	TOTAL PFSP
ADVISED	230	115	345
ENROLLED	232	168	400
PERCENT	99.1%	68.5%	86.3%

Fig. 12.1

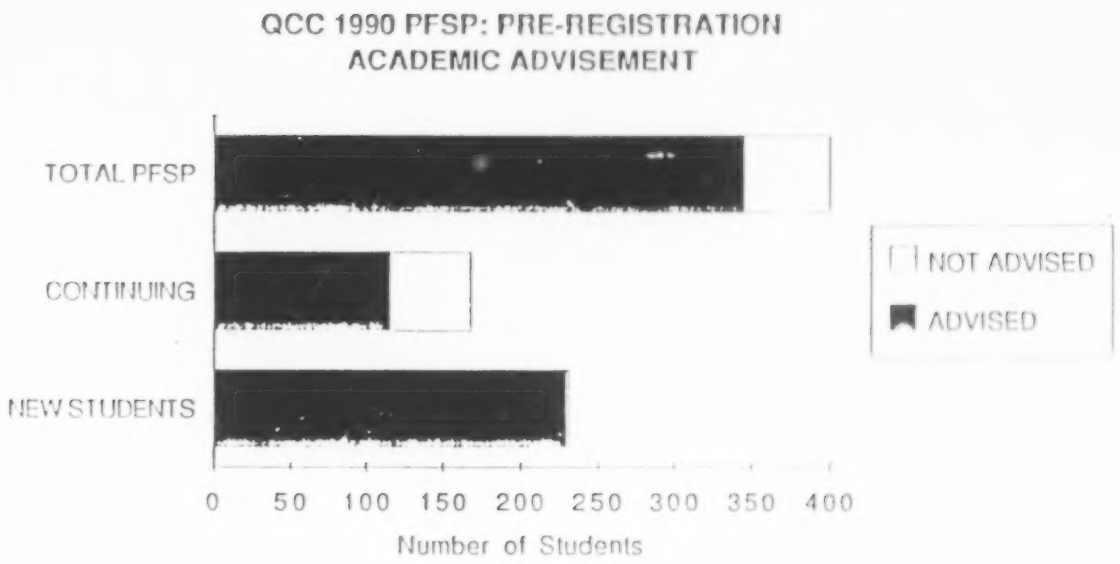
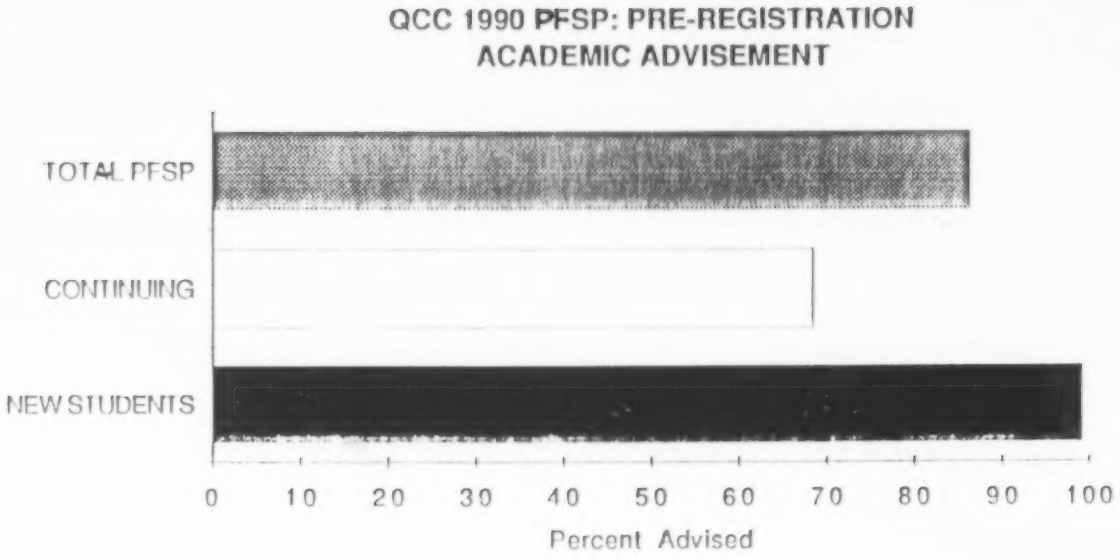

QCC 1990 PFSP: PRE-REGISTRATION
ACADEMIC ADVISEMENT
TOTAL PFSP
CONTINUING
NEW STUDENTS
NOT ADVISED
ADVISED
0
50
100
150
200
250
300
350
400
Number of Students

Fig. 12.2


QCC 1990 PFSP: PRE-REGISTRATION
ACADEMIC ADVISEMENT
TOTAL PFSP
CONTINUING
NEW STUDENTS
0
10
20
30
40
50
60
70
80
90
100
Percent Advised

QCC 1990 PFSP: PRIORITY FALL REGISTRATION

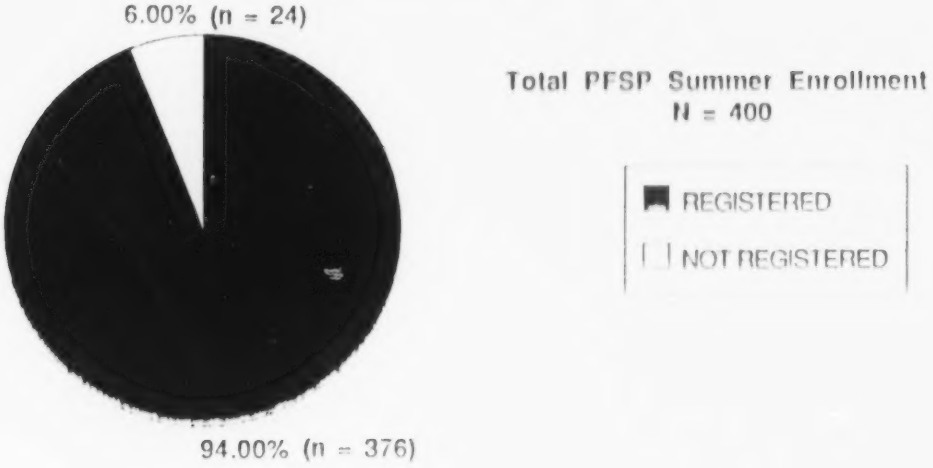


Table 13.1

QCC 1990 PFSP: PASS RATE COMPARISONS

	ENROLLED		PASSED		PASS RATE		Chng. in % Pts.
	1989	1990	1989	1990	1989	1990	1989 to 1990
MATHEMATICS	212	213	148	148	69.8%	69.5%	-0.3
READING	210	189	159	159	75.7%	84.1%	8.4
WRITING	159	148	119	111	74.8%	75.0%	0.2
TOTALS	581	550	426	418	73.3%	76.0%	2.7

Table 13.2 **FALL REGISTRATION**

	1989	1990*
REGISTERED	351	376
PFSP TOTAL	397	400
PERCENT	88.4%	94.0%

*Note: Figures for 1990 are as of 8/9/90

Table 13.3

CLASS SIZE BY YEAR

	1989		1990		CLASS SIZE	
	STUDENTS	SECT.	STUDENTS	SECT.	1989	1990
MATHEMATICS	212	15	213	15	14.13	14.20
READING	210	15	189	14	14.00	13.50
WRITING	159	11	148	12	14.45	12.33
TOTALS	581	41	550	41	14.17	13.41

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